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THIRTY-EIGHTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

TOGETHER WITH THE

THIRTY-EIGHTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

1873-74.

JANUARY, 1875.

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ANNUAL REPORT.

The Board of Education of the State of Massachusetts presents to the legislature its Thirty-Eighth Annual Report.

The Board is charged with the care of the State Normal Schools, and is glad to be able to report that the four which have so long been doing their good work, as well as the new ones which have been recently added to their number, are all in a most prosperous condition. The schools remain under the same head teachers, who have long sustained their character for thoroughness and efficiency. And in all of them there is that quick sense of the present needs of education, without which any school for the training of teachers would be almost useless. The Salem School has now its well-organized laboratory, in which a practical knowledge of chemistry can be obtained, and while there is still a good deal to be desired in the equipment of some of the schools, they are all aiming at the freshest and most modern training of their scholars. The boarding-houses with which the liberality of the State has provided three of our schools, make it possible for many pupils to enjoy their advantages for whom it would without them be impossible, and has secured for the State many an efficient teacher who would otherwise have been lost. Of the character of the assistant-teachers in the schools we can only speak with warm appreciation, and regret that the salaries which they receive are so small.

It would be a great mistake to think that the usefulness of these schools ceased with the work actually done by their graduates. Their influence indirectly goes much farther, and cannot be measured. But still the disproportion between the number

of graduates that these schools can furnish and the number of new teachers annually required by our State, suggests anew the question of the possibility of supplementing in some way the work of Normal education, which these schools do so well up to a certain limit. The Board has no new suggestion to make upon this point, but cannot allow it to pass out of its consideration.

Within the past year the Board has carefully arranged a plan for the keeping of the accounts of the Normal Schools by their principals, and especially for the management of the affairs of the boarding-houses, whereby the degree of economy with which they are conducted shall be clearly shown. In all matters of account the Board invites the closest scrutiny of the legislature.

This year has witnessed the opening of our new Normal School at Worcester, which has begun its career with a remarkably strong staff of teachers, and a number of students from its own immediate neighborhood, which shows that the need which it was built to meet was not imaginary.

The Board would ask the especial attention of the legislature to the Normal Art-School and its interests. The work which our other Normal Schools are doing is one long accepted and approved beyond all hesitation. But it was less than five years ago that the Act of May 16, 1870, was passed, requiring that drawing should be taught in our Public Schools, and that Industrial Art-Schools should be established in the cities and towns of the State which have as many as ten thousand inhabitants. Nor when this Act was passed were all its consequences evident. The urgency of the need was proved by the success of the new teaching. But very soon it became evident that we must begin here, as in every other education, and train our teachers first. The same need which produced our other Normal Schools now called for an Art Normal School. The Normal Schools already established would not answer this new purpose. The instruction to be given was too special and too absorbing to be crowded into the existing schools. The legislature saw this necessity and established the Massachusetts Normal Art-School, which began its work in October, 1873. Quarters were provided for it in the upper stories of the state building in Pemberton Square, and there it has done two years' work. This

year's work shows a decided increase in the value which the people set upon this school, and the examination of its students for diplomas last spring proved how much faithful labor had been performed and what good results had been accomplished. The object of the school is not simply to make artists or the teachers of artists. Whoever looks at any stock of our manufactures of any such kind as demand taste and artistic culture in their production, can see how much of skill and labor have been expended on designs whose lack of beauty is evident and distressing. So long as foreign products in those departments which admit the influence of art are artistic, while ours are inartistic, no system of protection can secure us in the competition. The work of your school, therefore, as tending to the education of artisans who shall be also artists, appeals directly to the most practical commercial interests. We cannot afford to be without it. When the English Government School of Design was reconstructed in 1852, under the impulse that was furnished by the great Exhibition of the previous year, it was placed under the immediate control and management of the Board of Trade, as belonging to the commercial interests of the nation, and although since that time it has been intrusted to a special Department of Practical Art, it has never failed to enlist the cordial sympathy of the manufacturers of the kingdom, who by the offer of prizes and the purchase of designs, and in other ways, have shown their high sense of its value. When Massachusetts entered upon the work of art-education, it was largely in response to the urgent representations of her own manufacturers, and it is sincerely hoped that the efforts to secure a thorough system of training in practical art will receive their attention and encouragement.

Believing, then, that the legislature still recognizes the need which it undertook five years ago to supply, and satisfied that the work, as it has thus far been done, has been such as to command the confidence of all who examine it, the Board urges the absolute necessity of providing at once proper accommodations for the Art Normal School. Nothing less than a building of its own, skilfully adapted to its wants, and large enough to provide for its growth, will really meet the need. The school has had this year an average attendance of one hundred and forty-six students, and, as will be seen by the report of the

Director of Art-Education, it has been obliged to refuse many applicants who came well qualified to profit by its advantages. The rooms which the State has thus far supplied are sadly overcrowded, and only the devotion and enthusiasm of teachers and students have made them answer for a purpose for which they never were designed and are quite unfitted. They did well enough for an experiment, but the Board believes that the legislature will recognize that the experiment has now succeeded, and will be ready to provide for the school some quarters more suitable to its present needs and its future growth. May not at least some small plot of the Back Bay lands, originally appropriated to the interests of education, be devoted to this important and promising institution? Should a suitable site on the Back Bay lands be set apart for an edifice, and a sum equal to half the cost of such edifice be appropriated from the treasury on condition that private munificence should supply the other half, it is believed that the condition would be promptly complied with, and the needed accommodations be gained.

The Board would also call the attention of the legislature to that portion of the report of the Director of Art-Education herewith submitted, which has reference to the extension of the provisions of the statute of 1870. It will be seen that he suggests that the statute which now applies only to towns of ten thousand inhabitants and upwards, be made to include all towns having as many as five thousand inhabitants. The value of the statute to those towns to which it already applies, and the good results that might be hoped from its extended operation, lead the Board to commend this suggestion to the attention of the legislature.

An extract from a report of an eminent Frenchman, M. Rapet, made after the Second London Exhibition, of 1862, is interesting, as giving a brief history of the English effort in Art-Education, with the judgment of a foreigner on its success, and as suggesting what, with free adaptation to the difference of circumstances, may be the progress of the experiment which Massachusetts has inaugurated in this country. He says :—

“The study of drawing in the Primary Schools in England dates only from ten years back. Till then it had remained a privileged study, reserved exclusively for the richer classes. But the Exhibition

of 1851, which rendered distinctly visible the superiority of France in those products which demand taste, and the value of which is based upon a knowledge of design, revealed to England the cause of her inferiority. With that ardor which she displays in the pursuit of an object as soon as she thinks it useful to attain it, she undertook, almost immediately after the close of the Exhibition, to establish Schools of Design over the whole of the United Kingdom. Since then she has pursued her work with characteristic perseverance, and without shrinking from the sacrifices demanded by an enterprise in which everything had to be created. A new branch of the Council on Education has been established, under the title of Department of Art; its special mission is to urge forward the creation of Schools of Design, the professors of which receive a direct payment from the government, and further remuneration proportioned to the number of pupils to whom they give instruction. At the same time a Normal School was established for the training of masters, and a system of awards and prizes organized to encourage the study of drawing on the part of the pupils who attend the schools. A museum of objects of art was likewise formed to help this teaching, and the Department of Art itself caused to be prepared, from the commencement, models to serve for instruction in the schools. Its example has been since followed by publishers, who have already begun to publish important collections of models of design. It would be out of place to expect from a system of education which is still in its infancy, the progress which such a system may have made in countries where it has been long established; nevertheless, in examining the English Exhibition, we must at once admit that England has turned to good account the experience of other nations. In particular she has borrowed largely from France, whose published models may be found frequently employed in the English schools. In observing the results of these efforts, and taking notes of deficiencies, it is impossible to ignore the fact that a serious struggle awaits France from this quarter, and that by slumbering in treacherous security our country would risk the loss of that superiority to which numerous branches of her industry owe their importance and their glory."

Among the methods of our educational system the Teachers' Institutes and the travelling agents of the Board are very important. For both of them some provision is made by the legislature. The purpose of both is essentially the same. It is to secure the advantages of intercourse and comparison between various schools and methods of teaching, and to make the skill and wisdom of each, as far as possible, the possession

of all. "The natural danger of the English mind," says Matthew Arnold, "is to make instruction mechanical," and we share in the faults of the English mind enough to feel the same danger. The best of all preventives of such a tendency to mechanism is in a free and cordial interchange of thought and life. The Teachers' Institutes this year have been well attended, and have been conducted with as much energy and interest as the means at their disposal would allow.

With regard to the employment of agents the Board feels very strongly the need of an advance in a direction where work has proved so efficient. At present we have two agents in the field. If a much larger number could be employed, the results, we believe, would be excellent. A wise and skilful agent is the distributing medium for the best wisdom and even for the best enthusiasm in teaching. Last year the Board presented to the legislature a scheme for the fuller inspection of the schools of the State by district superintendants and the certification of candidates for teaching. Nothing was farther from the thought or wishes of the Board than to encourage a despotic centralization, or to interfere with that healthy system of free local school-management, on which depends the local interest in and responsibility for our schools, and which is at the bottom of success in popular education. A free interchange of knowledge and help is very different from a centralization of power. And without renewing the plan that was then proposed, the Board cannot refrain from stating its conviction that the great need of the schools of our Commonwealth now is a wider and wiser supervision. Without it, it is impossible that the schools in small and remote townships can be what they ought to be. To quote again the work of Mr. Matthew Arnold on European Education: "In Prussia it is just in the small rural places that the elementary school is made of the most complete and effective kind, because in these places the burgher or middle school of towns cannot be provided." It seems as if we were yet far from realizing completely the idea of *state* education. Under that idea, fully realized, the State would hold itself responsible for the provision, the improvement and the oversight of schools in the weakest and poorest regions, and would know that she could not but suffer by the neglect of them.

The expenses of the work intrusted to the Board have this year surpassed the means at its disposal by nearly \$20,000.

These expenses are for educational work undertaken by the Board, not on its own responsibility but by the direction of the legislature. The Normal Schools are supported by appropriations from a moiety of the school fund of the Commonwealth. Two new schools have been added within the last three years—the School at Worcester and the Art-School. The establishment of these schools has not increased, but diminished the fund from whose income the schools must all be supported. The income of the portion of the school fund last year appropriated to the work under the care of the Board amounted to \$78,814.94. The appropriations made by the legislature to be supplied from it amounted to \$106,800. The Board would call renewed attention to this state of things and urge the necessity of some larger and more reliable provision for the general interests of education, which are the interests of the State at large, and which have demanded the establishment of institutions beyond the present resources of the school funds to support.

The legislature at its last session referred to the Board of Education a memorial in behalf of a new survey of the State. Upon this memorial the Board presents a special report advocating such a survey, and making certain suggestions as to its scope and conduct.

THOMAS TALBOT, *ex officio*,
PHILLIPS BROOKS,
HENRY CHAPIN,
ALONZO A. MINER,
GARDINER G. HUBBARD,
WILLIAM RICE,
CONSTANTINE C. ESTY,
EDWARD B. GILLET, T,
CHRISTOPHER C. HUSSEY,
Board of Education.

REPORTS OF VISITORS

OF THE

NORMAL SCHOOLS.

R E P O R T S .

FRAMINGHAM.

The Visitors of the Normal School at Framingham can well congratulate the Board upon its prosperity, and cordially renew the commendations contained in former reports of the ability and efficiency of the teachers, and the general fidelity of the pupils. Harmony has existed in all the departments of the school. There has been no change in the corps of teachers. The new class of September last is larger than any which has entered for several years. This fact is especially gratifying as tending to show that there is no reason to anticipate, what some have feared, that the establishment of the new Normal School at Worcester will perceptibly diminish the number of this school.

Miss Sarah C. Wales, who has had charge of the boarding-house for three years past as matron, has managed its affairs judiciously and with great comfort to the boarders and to our entire satisfaction. The enlargement of the boarding-building is likely to require the consideration of the Board by another year, if the number of pupils shall increase as we may hope. The training-school, made up of children from the village, has been in excellent condition during the year under the charge of Miss Parker.

By invitation of Miss Johnson, the principal, some of the classes of the High and Grammar Schools of the village have attended the exercises in chemistry and natural philosophy, and have had the rare advantage, under the supervision of the teacher of drawing employed by the town, to visit our drawing-room and to use the casts and models furnished by the State.

The principal also occasionally, in the summer, gave lessons in botany in some of the public schools of the village.

A permanent fund of about \$1,800, which was placed in the hands of the principal in 1872 by a friend of the school, resident of Framingham, to be disbursed by her, at her discretion, in loans to pupils, has proved of service in aiding them to meet expenses which could not otherwise have been met. The same is, of course, true of the state aid, without which many young ladies would be unable to complete their course of study, and would find themselves compelled to abandon all plans for teaching.

The statistics for the year are as follows :—

Number admitted during the year :

| | |
|--|--------------|
| First term, | 18 |
| Second term, | 46 |
| Total, | 64 |
| Average age of those admitted, | 17.92 years. |

Number of pupils attending school :

| | |
|---|-----|
| First term, | 96 |
| Second term, | 117 |
| In advanced class, | 13 |
| Whole number during the year, | 152 |

Number of pupils from Massachusetts by Counties :

| | |
|----------------------|-----|
| Middlesex, | 78 |
| Worcester, | 41 |
| Norfolk, | 9 |
| Suffolk, | 2 |
| Hampshire, | 2 |
| Franklin, | 1 |
| | 133 |

From other States :

| | |
|---------------------------------|-----|
| Maine, | 4 |
| New Hampshire, | 6 |
| Vermont, | 4 |
| Connecticut, | 1 |
| New York, | 2 |
| Pennsylvania, | 1 |
| District of Columbia, | 1 |
| Total, | 152 |

| | |
|-----------------------------------|-------|
| Graduates, first term, | 12 |
| Graduates, second term, | 26 |
| | <hr/> |
| Total, | 38 |
| In advanced class, | 6 |
| Engaged in teaching, | 21 |

A course of ten lectures on geology and natural history was given during the spring term by Prof. Sanborn Tenney of Williamstown. Prof. Atkinson, of the Institute of Technology, has given several lectures on English history and literature.

A collection of shells prepared at the Museum in Cambridge, under the direction of the late Prof. Agassiz, has been added to the school cabinet, and a collection of insects made by Baron Osten Sacken is also to be sent to it.

Some additions have been made to the apparatus.

We need an annual appropriation for the purchase of books for the school for reference and general reading. The expense of such books has for a long time come largely upon the teachers. This, of course, should not be.

It is desirable to supply the laboratory with gas. This can be done at a moderate expense by a pipe from the tank which supplies the boarding-house.

Our attention is urgently called by the principal to the long-continued and now pressing need of a sufficient supply of water for both buildings. This subject has been alluded to in former reports. Says the principal, "The laundry and bathing-rooms have never been used, owing to the lack of water, and the necessity of economy in its use is an annoyance daily felt in all our living." Wells and cisterns cannot be made to answer the purpose. We recommend that the Board ask of the legislature at its present session to appropriate the sum of \$3,500 to enable us to construct the needed works to furnish water to be taken from the Sudbury River, where the city of Boston is about diverting the stream for its supply, and thence forced by a windmill through pipes to a reservoir on the hill for distribution through the buildings. If this arrangement can be perfected, the buildings will not only be supplied for general purposes, but well protected against fire. The rates of insurance will be

diminished, and the State saved the annoying and expensive necessity of having water *carted* to the hill.

A portion of the interior of the main hall of the school-building and the outside of the boarding-house requires painting.

C. C. ESTY,
C. C. HUSSEY,

Visitors.

JANUARY, 1875.

WESTFIELD.

Statistics of the Westfield Normal School for 1874 :—

Number admitted to the school, first term, February, 1874 :

| | | |
|----------------------|----|----|
| Ladies, | 24 | |
| Gentlemen, | 2 | |
| Total, | — | 26 |

Second term, September, 1874 :

| | | |
|----------------------|----|----|
| Ladies, | 58 | |
| Gentlemen, | 8 | |
| | — | 66 |
| Total, | | 92 |

Average age of entering class :

| | |
|----------------------------|-----------------|
| Ladies, | 18 yrs. 6 mos. |
| Gentlemen, | 18 yrs. 10 mos. |
| General average, | 18 yrs. 3 mos. |

Number of pupils in attendance, first term :

| | | |
|----------------------|-----|-----|
| Ladies, | 112 | |
| Gentlemen, | 7 | |
| Total, | — | 119 |

Second term :

| | | |
|----------------------|-----|-----|
| Ladies, | 132 | |
| Gentlemen, | 13 | |
| Total, | — | 145 |

| | |
|---------------------------------------|-----|
| In advanced class, | 5 |
| Number of different pupils, | 204 |

Residence of pupils admitted :

| | | | |
|-----------------------------|----|--------------------------|----|
| Hampden County, | 29 | New York, | 2 |
| Berkshire County, | 15 | Vermont, | 1 |
| Hampshire, | 11 | Rhode Island, | 1 |
| Franklin, | 11 | Pennsylvania, | 1 |
| Worcester, | 8 | West Virginia, | 1 |
| Middlesex, | 2 | Florida, | 1 |
| Essex, | 1 | Canada, | 1 |
| Suffolk, | 1 | | — |
| Connecticut, | 4 | Total, | 92 |
| Maine, | 2 | | |

Graduates, first term :

| | | |
|----------------------|----|----|
| Ladies, | 25 | |
| Gentlemen, | 0 | |
| Total, | — | 25 |

Second term :

| | | |
|----------------------|----|----------|
| Ladies, | 12 | |
| Gentlemen, | 2 | |
| Total, | — | 14 |
| | | <hr/> 39 |

We present the following information concerning the graduates for the past two years :—

Fifty-three graduated from the school during the year 1873, ending July 2d. Of this number forty engaged in teaching, one was married, two entered advanced class in our school and one has not taught.

Thirty-eight graduated in the year 1874, ending July 1st. Of this number thirty-six have taught since graduating; one has found her first duty at home, occasioned by the sickness of a member of her family, and one has not taught at all.

In the two years, ninety-one have graduated. Of this number eighty-four have taught, and only two have failed to comply with the spirit of their pledge.

Since the school opened at Barre, September 4, 1839, two thousand four hundred and thirty-four pupils have been connected with it. No formal graduation from the school took place prior to 1855. Since that time seven hundred and seventy-four have received diplomas from the institution.

Nearly all of this number have since taught in the schools of Massachusetts, and their average time of teaching is more than five years.

We have for successive years strenuously urged the pressing necessity of connecting a boarding-house with our school. This great desideratum has, at last, been successfully achieved. We now rejoice in the possession of a large, thoroughly constructed, tasteful, and commodious building, handsomely and appropriately furnished and completely equipped in all its appointments from basement to attic. In erecting the super-

structure and in furnishing the building, we believe no money has been expended without a full and valuable equivalent. Mr. Dickinson, the principal of the school, was indefatigable in inspecting the building while in process of construction; and through his skill and supervision in furnishing the house, every dollar of the money has been so expended as to produce the largest and most desirable results. The building was opened for the admission of pupils on the tenth day of last September. At that time about ninety normal pupils entered it as boarders. The house will accommodate one hundred and thirty. The price of board is \$3.75 per week. This includes washing, lights, room, etc. There have been given, during the term, three social parties for the purpose of keeping up our pleasant relations with the citizens of the town, and for the educating influences of occasional contact with social life. There have also been three other social gatherings among the teachers and pupils themselves, for the promotion of the happiness and culture of the students. We are unhesitating in our conviction that the result of this experiment, so successfully inaugurated, will be to furnish pupils with board of the best and most wholesome quality, at so cheap a cost that all will be able to enjoy it, whilst at the same time their health is guarded and promoted, and their manners trained and improved by the refining influences and amenities of a genial and well-ordered home. Thus far the result has been marked and most gratifying.

It will be remembered that the architect, Mr. A. R. Esty, reported at our last annual meeting that an appropriation of \$10,600 would be necessary in order to complete and furnish the building. Contracts were so made as to bring the entire cost within the estimate and to leave a surplus of \$53. But the architect, after these bills had been contracted, recommended the payment of a claim of \$100 made by Mr. Gordon, the contractor for the mason-work, which had been previously rejected by him. If this bill is paid it will leave a deficiency of \$47.

Since the boarding-house has been completed the town has introduced a supply of water by aqueduct. This has been made available to the boarding-house at a moderate expense. The town has also asked from the State a contribution of \$157 as its part of the expense of sidewalks in front of the boarding-house. Provision should be made for these expenses.

It will be remembered that in our last annual report the visitors of this school stated that "the apparatus for warming the school-building is worn out and dilapidated, and is entirely inadequate, and we recommend an appropriation for the purpose of purchasing new apparatus." This recommendation was adopted by the Board, but, by some inadvertance, was not acted upon by the legislature. The necessity was so indispensable, that it was impossible to postpone action later than the last fall term. The Board, therefore, at its last July meeting, authorized the visitors to "provide new heating and ventilating apparatus." In pursuance of that authority, we made a contract with H. B. Smith & Co., of Westfield, to place their steam-heating apparatus into the building, they having already performed a similar work for the boarding-house in a most skilful and satisfactory manner. This apparatus is now in successful operation, combining complete and ample heating-power for every room in the building, with the most perfect ventilation. This work has been so faithfully and admirably done as to leave nothing to be desired. We recommend an appropriation of \$5,600 to meet the expenditure. Abundant and just as have been our encomiums, heretofore, upon the management of this institution, under the eminent ability and skill of its present principal, reinforced by a very accomplished corps of assistants, we are constrained to say that we believe that it has never in its history offered so large and valuable service to its pupils and to the Commonwealth as it is rendering at the present time.

EDWARD B. GILLETT,
WILLIAM RICE,

Visitors.

BRIDGEWATER.

The statistics for the year 1874, are as follows:—

Number of pupils admitted. First term: Gentlemen, 7; ladies, 25; total, 32. Second term: Gentlemen, 12; ladies, 47; total, 59. For the year: Gentlemen, 19; ladies, 72; total, 91.

Average age on admission: Gentlemen, 19.4 years; ladies, 18.6 years; general average, 18.7 years.

Number in attendance, spring term: Gentlemen, 31; ladies, 109; total, 140. Fall term: Gentlemen, 33; ladies, 121; total, 154.

Number of different pupils during the year: Gentlemen, 43; ladies, 157; total, 200.

Number of graduates for the year. First term: Gentlemen, 4; ladies, 15; total, 19. Second term: Gentlemen, 6; ladies, 20; total, 26. Advanced course: Gentlemen, 1; ladies, 2; total, 3; total for the year, 48.

Of the gentlemen graduated in 1874, 3 have taught in Plymouth County; 1 in Suffolk County; 1 in Barnstable County; 1 in New Hampshire; 1 is in the advanced course of this school; 1 has entered Havard College; 3 have not yet commenced teaching. Total, 11.

Of the ladies graduated in 1874, 13 have taught in Plymouth County; 6 in Middlesex County; 4 in Bristol County; 3 in Norfolk County; 1 has taught in Barnstable County; 1 in Hampshire County; 1 in Worcester County; 1 in Suffolk County; 1 in State of Illinois; 3 are in the advanced course of this school; 2 are not teaching; 1 has married. Total, 37.

Number admitted since the beginning of the school, 2,173. Number graduated since the beginning of the school, 1,288.

Of the 91 pupils admitted in 1874, West Bridgewater sent 5; East Bridgewater and New Bedford, 4 each; Dedham, Medfield and Nantucket, 3 each; Andover, Boston, Dennis, Fall River, Falmouth, Hingham, Norwood, Pepperell, Quincy, Stoneham and Stoughton, 2 each; Acushnet, Auburn, Brookfield, Braintree, Barnstable, Bridgewater, Chatham, Chelsea, Cambridge, Hardwick, Kingston, Lancaster, Lawrence, Littleton, Medway, Milford, Newton, Princeton, Peabody, Prov-

incetown, Salisbury, Scituate, Somerville, Stow, Swansea, Truro, Watertown, Wellfleet, Weymouth, Worcester and Yarmouth, 1 each; Farmington, Me., Kingfield, Livermore Falls, Norway, Perry, Wiscasset, 1 each; Derry, N. H., Hollis, Jaffrey, Meredith, Pelham, Peterborough, 1 each; Newport, R. I., 1; Stamford, Conn., 2; Vineland, N. J., 1; Black Hawk, Cal., 1.

Norfolk County sent 15; Plymouth, 14; Barnstable and Middlesex, 10 each; Bristol, 8; Worcester, 7; Essex, 5; Nantucket and Suffolk, 3 each.

The occupations of their fathers have been given as follows:—

Farmers, 26; shoe-dealers, 5; carpenters, 4; merchants, clergymen and sea-captains, 3 each; sailors, real-estate agents, book-dealers, florists, grocers, 2 each; coal-dealer, physician, mechanic, organ-maker, brass-finisher, lawyer, boot-burnisher, agent, librarian, manufacturer, ticket-agent, hotel-proprietor, stone-contractor, register of deeds, hardware-dealer, chair-maker, shoe-cutter, cabinetmaker, watchmaker, missionary, jeweller, soldier, surveyer, broker, miner, superintendent, fur-dealer, 1 each; unknown, 10.

Of the 200 pupils in attendance during the year, Plymouth County sent 49; Norfolk, 30; Bristol, 28; Barnstable, 18; Middlesex, 15; Worcester, 11; Essex and Suffolk, 7 each; Nantucket, 4; Franklin, 1; the State of New Hampshire sent 12; Maine, 9; Rhode Island and District of Columbia, 2 each; Connecticut, New Jersey, Michigan, Colorado and Nova Scotia, 1 each. Total, 200.

Nine of the United States, ten counties and sixty-nine towns of this State have been represented by the pupils during the year.

The corps of teachers is the same as last year, namely: Albert G. Boyden, A. M., Principal; George H. Martin, Francis H. Kirmayer, Barrett B. Russell, Eliza B. Woodward, Mary H. Leonard, Clara A. Armes, Mary H. Currier. Miss Leonard resumed her work in November, after an absence of ten months, for the purpose of study and travel in Europe. During this absence, most of the classes usually taught by Miss Leonard were taught in a very satisfactory manner by Miss Edith Leonard and Miss Clara C. Prince, members of

the advanced class. The school is very fortunate in having the continued services of a most excellent corps of assistant teachers, thoroughly devoted to the promotion of its interests.

Prof. Walter Smith, State Director of Art Education, has given two valuable lectures to the school on the subject of Drawing, in connection with his examination of the school on this subject. Two interesting and profitable addresses have been given by G. G. Hubbard, Esq., of the Board of Visitors of the school, and one by George B. Emerson, LL.D., of Boston.

Several volumes of valuable Congressional Reports have been presented to the school by Hon. B. W. Harris, of East Bridgewater. A valuable collection of specimens in natural history has been received from the Museum of Comparative Zoölogy, Cambridge, carefully prepared and arranged for the school by direction of Prof. Louis Agassiz.

Each year a more enlightened public sentiment demands higher qualifications in the teachers of the Public Schools, and especially of the graduates of the Normal Schools, who are expected to be more thoroughly prepared for their work than those who have not had the training of these schools. This demand necessitates a constant improvement in the quality of the work done by the Normal School, which makes it imperative that the best appliances for their work should be furnished to these schools.

This school stands in urgent need of better means for the prosecution of some parts of its work.

First. It needs a chemical laboratory,—one of the recitation-rooms to be so fitted up and furnished that a class of pupils can each have a chance to work at the same time in performing chemical experiments. Pupils cannot be properly prepared to teach chemistry without this laboratory. It is indispensable to the advanced course of teaching.

Second. It needs, for the proper study of geography, a globe three feet in diameter. Such a globe, mounted, with a compass on the frame to indicate directions, would give ideas of the form of the earth and the relative positions of the parts of its surface, which cannot be gained in any other way.

Third. It needs, for the proper study of the human body, a *manikin*, life-size, to show the relative position and connection of the parts of the body.

Fourth. It needs objects for the study of zoölogy, and skeletons to show the structure of the different vertebrate animals; also some prepared specimens of other animals.

These appliances are needed immediately. Without them, these branches cannot be taught as they should be.

The school-building needs painting on the outside, and the main school-room needs one coat of paint. We would most earnestly recommend that appropriations for the above-named wants be secured this winter if possible.

The enlargement of the boarding-hall was completed early in the year. The hall has been fully occupied the present term, and has been in successful operation during the year without any increase of expenses. The work of enlargement was commenced in July, 1873, and completed in March, 1874. The Secretary of the Board of Education and Rev. A. A. Miner, D. D., were appointed by the Board a committee, with full powers to enlarge the building, furnish it, and put it in running order. This committee appointed A. G. Boyden, the principal of the school, superintendent of building and furnishing, and agent to make all purchases. The legislature of 1873 made an appropriation of \$36,000 for enlarging and furnishing the building, and the legislature of 1874 passed an additional appropriation of \$7,600 to provide for the introduction of gas into the building, and various other items not provided for in the first estimates.

The working-plans and specifications were prepared by Alexander R. Esty, of Boston, architect. The stone-work for the foundations and the grading of the grounds, were done by Josiah L. Bassett, of Bridgewater. Messrs. Ryder and Hayward, of West Bridgewater, were the contractors for the carpenter and mason work and painting. The steam-heating and gas apparatus were manufactured and put up by the Walworth Manufacturing Co., of Boston. The plumbing was done by Messrs. Greene & Jordan, of Worcester; the piping, for ventilation, by J. H. Fairbanks, of Bridgewater. Messrs. Howard, Clark & Co., of Brockton, and the Boston Chair Co. supplied the furniture for the rooms; Messrs. Fowle, Torrey & Co. and Messrs. Learnard & Hartley, of Boston, the carpets; and Messrs. Abram French & Co., of Boston, the crockery-ware. All the work has been well done.

The summary of bills paid from the two appropriations is as follows :—

| | |
|--|--------------------|
| Architect, | \$675 00 |
| Stone-work and grading, | 1,302 43 |
| Carpenter and mason work, and painting (contract), | 27,126 00 |
| “ “ “ “ (extra), | 715 82 |
| Steam and gas apparatus, and brass pipe, | 7,552 32 |
| Plumbing, | 1,090 27 |
| Piping, for ventilation, | 606 62 |
| Furnishing, | 3,812 39 |
| Miscellaneous, | 719 15 |
| Total, | <u>\$43,600 00</u> |

All of which has been accounted for by the original bills and receipts presented to the state auditor and building committee.

No charge has been made by the superintendent for his service in superintending the work and making the plans and purchases.

GARDINER G. HUBBARD,
PHILLIPS BROOKS,

Visitors.

JANUARY, 1875.

SALEM.

This school continues under the most excellent direction of D. B. Hagar, Ph. D., and every added year of his service brings increased and fresh successes. His large experience, his thorough mastery of and enthusiasm in his work, and his genuine sympathy with his pupils, conspire to give him great efficiency and commanding influence.

As a consequence, the school is increasing year by year in numbers, popularity, and usefulness; and it is no discredit to former years of service, by whomsoever rendered, to say that the past year has transcended them all in these respects. The efficient corps of assistants has contributed not a little to this result, and merits a full share of the honor.

The following statistics will help to a knowledge of the present condition of the school:—

1. Number of pupils admitted during the year :

| | |
|---|--------------|
| First term, February 17, 1874, | 48 |
| Second term, September 1, 1874, | 72 |
| Total, | 120 |
| Average age, | 18.71 years. |

Of the 120 pupils admitted during the year, Salem sent 17; Lynn, 12; Gloucester and Newburyport, 7 each; East Boston, 5; Lowell and Saugus, 4 each; Beverly, Danvers, Malden, Manchester and North Reading, 3 each; Charlestown, Chelsea, Danvers, Essex, Nantucket, Reading, and Rockport, 2 each; Boston, Beverly, Cliftondale, Danversport, Somerville, Free-town, Hamilton, Haverhill, Ipswich, Lawrence, Marblehead, Methuen, Middleton, Nahant, North Andover, Revere, Salisbury, Sandwich and Wakefield, 1 each. The State of New Hampshire sent 10; Maine, 3; New Jersey, North Carolina and Pennsylvania, 1 each.

The fathers of the pupils admitted during the year are, by occupation, as follows: Farmers, 23; shoemakers, 10; carpenters, 5; blacksmiths and storekeepers, 4 each; clothing-dealers, grocers and painters, 3 each; agents, brick-manufacturers, cabinet-makers, clergymen, custom-house officers, fish-mer-

chants, lawyers, leather-dealers, lumber-dealers, machinists, masons, policemen, printers, sea-captains, shoe-dealers and stair-builders, 2 each; brevet brigadier-general, butcher, claim-collector, coal-dealer, cooper, editor, engraver, expressman, furniture-dealer, hardware-dealer, janitor, livery-stable keeper, manufacturer of isinglass, marble-worker, mariner, master-mariner, mechanic, merchant, merchant-tailor, oil-dealer, owner of flour and saw mills, physician, provision-dealer, register of deeds, saloon-keeper, ship-builder, ship-carpenter, ship-merchant, shoe-cutter, soap-manufacturer, tea-merchant, teamster, and worker in a glass factory, 1 each.

2. Number of pupils in attendance: First term, 200; second term, 211. Number of different pupils in the year, 277.

3. Residence of pupils: Massachusetts—Essex County, 168; Middlesex, 46; Suffolk, 13; Bristol, 4; Barnstable, 3; Worcester, 3; Nantucket, 2; total, 239.

Maine, 6; New Hampshire, 24; Vermont, 1; New York, 1; New Jersey, 1; Pennsylvania, 1; Virginia, 1; North Carolina, 1; District of Columbia, 2.

4. Graduates: First term, January 17, 1874, 18; second term, July 7, 1874, 35; advanced class, 4; total, 57.

5. The whole number of pupils since the opening of the school, September 13, 1854, is 1,792.

6. The whole number of graduates of the school (38 classes), 806.

7. Number of pupils connected with the several classes during the first term of the year: Advanced class, 13; special students, 2; class A (senior), 38; class B, 40; class C, 52; class D, 55.

Number of pupils during the second term: Advanced class, 14; class A, 26; class B, 50; class C, 47; class D, 74.

8. Number of pupils who received aid from the State during the first term was 21; during the second term, 19; number of different ones for the year, 31.

Number of different pupils who received aid from the Bowditch Fund during the year, 27.

9. During the year 43 volumes have been added to the general library, 14 by purchase and 29 by gift; and 119 to the text-book library.

The corps of teachers remains for the most part the same as

last year. Miss Webb and Miss Martin, owing to imperfect health, have, during the last term, performed half-work and have drawn half-pay. Mr. Walter S. Goodnough, the teacher of drawing, resigned his place at the close of the summer term, in order to accept an appointment as supervisor of drawing in Columbus, Ohio. His services in the Normal School had been highly successful, and his resignation was received with much regret by the teachers and pupils. He was succeeded by Mr. Leslie Miller, a graduate of the Normal Art-School, whose instructions have already proved very acceptable.

The chemical laboratory having been completed, the school was exceedingly fortunate in obtaining for the chemical department the services of Miss Mabel F. Hines, a graduate of the Boston Girls' High School, and for some time a special student in chemistry. The interest which she has created in the study of practical chemistry is gratifying. The advanced class, under her instructions, have pursued with zeal and success the study of analytical chemistry. It is intended that hereafter every graduate of the school shall have had considerable practice in laboratory work. The eager interest already manifested by the students in chemistry is in the highest degree encouraging to all concerned.

The school is under obligations to Rev. A. D. Mayo, of Springfield, for a lecture on "Beauty in the School-room," to Professor E. S. Morse, of Salem, for two lectures on botany, and to William A. Mowrey, Esq., of Providence, R. I., for three lectures on the history of the United States. All of these lectures were interesting and profitable, and were gratuitous offerings to the school.

Respectfully submitted.

A. A. MINER,
PHILLIPS BROOKS,

Visitors.

BOSTON, January 7, 1875.

WORCESTER.

The State Normal School building, at Worcester, was formally dedicated on Friday, September 11, and was opened to pupils the following Tuesday, September 15.

It had been previously announced that only a single class (that is, a class to complete the elementary course in July, 1876) would be received, and ninety applicants presented themselves for the entrance examination.

Of these, 21 failed to show satisfactory attainments, and were rejected; while of the 69 admitted, several were given the benefit of doubts as to their qualifications, though none were explicitly conditioned.

The following additional statistics are offered: Young men admitted, 3; young women admitted, 66. Total, 69.

Average age: Young men, 19 years; young women, 18.5 years.

Number who had previously taught, 17.

Residences of pupils admitted: Worcester, 42; Spencer, 4; Upton, 4; Sutton, 3; Douglas, 2; Holden, 2; Leicester, 2; Westborough, 2; Fitchburg, 1; Grafton, 1; Millbury, 1; Princeton, 1; Uxbridge, 1; West Boylston, 1; Sandwich, N. H., 1; LeRoy, N. Y., 1.

It will be observed that, of the entire number admitted, all but two were residents of Massachusetts, and also of Worcester County; a fact which would seem to confirm the belief of the projectors of this school that there was need of such an institution at this point; and that it would not be likely to interfere with even the nearest existing Normal School.

The library naturally divides itself into two classes of books—reference-books and text-books. Of the former there are 81 volumes; of the latter, 602.

Of the apparatus not enough has yet been purchased to justify enumeration.

Through the generous coöperation of the superintendent and school board of Worcester, the school on Thomas Street, embracing eight grades and numbering about 500 pupils, has been made available to the pupils of the Normal School for

the purposes of observation and practice. It is a growing conviction that some practice in teaching ought to be held essential to graduation from a Normal School; and although the problem of reducing this theory to practice has as yet by no means received a satisfactory solution, still it is intended to make use of this opportunity by giving the experiment another careful trial, fully believing that in this direction must lie an agency of immeasurable value in the training of teachers, as well as the only decisive test of their ability.

The teachers employed during the first term (the term in progress at the time of making this report) are as follows:—

Mr. E. H. Russell, principal, late principal of the Academy at Le Roy, N. Y.

Miss Rebecca Jones, late principal of the Worcester City Training School.

Mr. Charles F. Adams, late teacher in the Fitchburg High School.

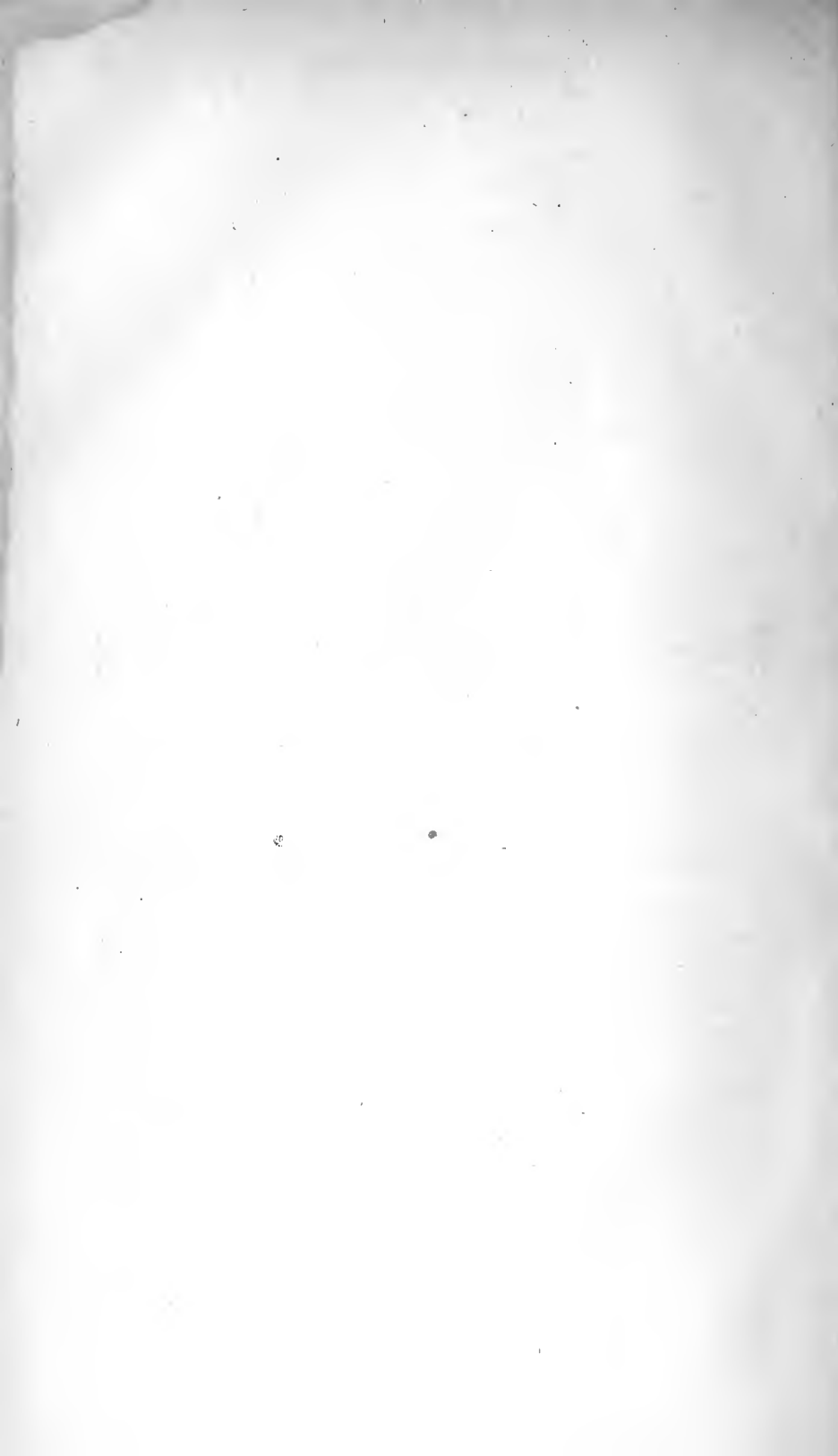
Miss Florence Foster, late teacher in the New Haven (Conn.) High School.

Miss Carrie W. Stevens, late teacher in the Worcester Conservatory of Music.

The Visitors are very glad to be able to add that the school is progressing not only to their satisfaction, but to the satisfaction of the community in which it is located. The books, apparatus, etc., are being procured as they are needed. The arrangements for drawing have not been completed, but will be prepared under the direction of Mr. Walter Smith. The teachers already employed are performing their duties with ability and success. With the increase in the number of pupils, additional teachers will be needed. The interest in the school manifested, not only in the character and attendance of the pupils, but in the expressions of confidence and good-will in the section of the State to be accommodated by it, demonstrate to us that the demand for the school exists, and that its establishment was a wise act on the part of the state government.

HENRY CHAPIN,
WILLIAM RICE,

Visitors.



SECOND ANNUAL REPORT
OF
THE BOARD OF VISITORS
OF THE
Massachusetts State Normal Art School,
TOGETHER WITH THE
THIRD ANNUAL REPORT
ON
INDUSTRIAL ART-EDUCATION.
—
1875.

NORMAL ART-SCHOOL.

The State Normal Art-School opened its second year's course of instruction, October 1, 1874. The statistics given below show the number examined and number admitted, with various particulars, such as sex, classification, attendance, residence, etc. These are preceded by the statistics of the first year of the school, and thus furnish data for some comparisons.

The whole number, it will be seen, is now 188, against 133 last year; the average attendance 146, against 70 last year—more than double; but, it will be observed, the average of this year covers, of course, the portion only of the year already past, from October 1 to December 31, while the former average covers the whole school-year from October to May. Whether the present average will be maintained through the year remains to be seen. Of the present members of the school, twenty-five are on advanced work. Boston, in part by reason of greater convenience, and in part, perhaps, by reason of a higher appreciation of the advantages of art-education, furnishes more than her share of the pupils.

By direction of the Board, the Visitors of the school united with the authorities of Boston in a public art exhibition in this city, which was given in Horticultural Hall during three days, in the month of June last, and to which other cities contributed numerous specimens of drawing. The exhibition was generally regarded as eminently satisfactory.

Forty-seven pupils presented drawings for examination for Diploma A, of whom twenty-two passed the whole examination and obtained the diploma. These drawings were on exhibition at the rooms of the Boston Art-Club, on Boylston Street, and attracted much attention.

The annual exhibitions of 1873 and 1874, in the first of which, however, the Normal Art-School had no part, have

contributed not a little, it is believed, to beget a more general appreciation of the value of art-education to our industrial interests—interests demanding, undoubtedly, not one, but many Art-schools, to fit our young men and women for various fields of skilled labor.

Nor are these mere private interests. They are essential to any considerable advance of the manufacturing and commercial interests of the nation. If Great Britain, as some of her leading minds confess (and we refer especially to the able and elaborate work of J. Scott Russell, Esq., M. A., Fellow of the Royal Society of London), has been losing rank in manufactures and commerce for the last twenty-five years through her neglect of technical education, we, who are far behind Great Britain in this respect, surely cannot have advanced. From like causes must everywhere follow like results. Several of the nations on the continent of Europe, by wise effort in this direction, have come so far to economize the material, improve the efficiency and durability, and add to the beauty of their productions, as to command, in relatively increasing measure, the markets of the world. Inventive genius alone, with only coarse embodiment in machines and fabrics, cannot advance our interests, as a nation, against such highly-skilled competition. A general elevation of taste, which the liberal training alone of a whole generation in technics and art can secure, is requisite, above and beyond all our natural resources and the supposed aptitudes of our people, to give us that growing weight in the marts of the world, to which a nation of forty millions should aspire.

The following are the statistics of the school from the time of its opening in October, 1873 :—

From October, 1873, to May, 1874.

Total number applied for admission, 192
 Total number examined and admitted—females, 86; males, 47, . . . 133

The cities and towns represented are :—

| TOWNS. | Total. | Females. | Males. | TOWNS. | Total. | Females. | Males. |
|------------------------|--------|----------|--------|---------------------------|--------|----------|--------|
| Boston, | 66 | 39 | 27 | Somerville, | 2 | 1 | 1 |
| Cambridge, | 10 | 6 | 4 | Northampton, | 1 | 1 | — |
| Newton, | 7 | 5 | 2 | Amherst, N. H., | 1 | 1 | — |
| Lynn, | 4 | 3 | 1 | Grafton, | 1 | 1 | — |
| Malden, | 3 | 2 | 1 | Lynnfield, | 1 | 1 | — |
| Salem, | 3 | 2 | 1 | Peabody, | 1 | 1 | — |
| Quincy, | 2 | 2 | — | Woburn, | 1 | — | 1 |
| Fitchburg, | 5 | 5 | — | Newburyport, | 1 | 1 | — |
| Lowell, | 1 | 1 | — | Arlington, | 1 | — | 1 |
| Bridgewater, | 3 | 2 | 1 | Holbrook, | 1 | — | 1 |
| Hyde Park, | 2 | — | 2 | Wakefield, | 1 | 1 | — |
| Worcester, | 1 | 1 | — | Reading, | 1 | 1 | — |
| Springfield, | 2 | — | 2 | Everett, | 1 | 1 | — |
| Dedham, | 1 | — | 1 | Ashland, | 1 | 1 | — |
| Winchester, | 1 | 1 | — | Swampscott, | 2 | 2 | — |
| Abington, | 2 | 2 | — | Chelsea, | 1 | 1 | — |
| Medway, | 1 | 1 | — | | | | |
| Dudley, | 1 | — | 1 | Totals, | 133 | 86 | 47 |

| STUDENTS ADMITTED. | | | | | Whole Number. | Greatest attend- ance. | Smallest attend- ance. | Average attend- ance. |
|---------------------------------|--|--|--|--|---------------|---------------------------|---------------------------|--------------------------|
| To the morning class, | | | | | 48 | 41 | 17 | 32 |
| afternoon class, | | | | | 50 | 34 | 14 | 24 |
| evening class, | | | | | 35 | 20 | 11 | 14 |
| Totals, | | | | | 133 | 95 | 42 | 70 |

Number of students admitted for Diploma A, in May, 1874, 47
 Number of students who passed the whole examination and obtained
 Diploma A, 22

From October 1 to December 31, 1874.

Total number applied for admission, 239
Total number examined and admitted—females, 130; males, 58, . . . 188

Cities and towns represented :—

| TOWNS. | Total. | Females. | Males. | TOWNS. | Total. | Females. | Males. |
|---------------------------|--------|----------|--------|----------------------------|--------|----------|--------|
| Boston, | 108 | 68 | 40 | Farnumsville, | 1 | 1 | — |
| Cambridge, | 17 | 10 | 7 | Hadley, | 1 | 1 | — |
| Newton, | 9 | 6 | 3 | Fall River, | 1 | 1 | — |
| Lynn, | 1 | — | 1 | Swampscott, | 3 | 3 | — |
| Malden, | 1 | 1 | — | Chelsea, | 2 | 1 | 1 |
| Salem, | 3 | 2 | 1 | Waltham, | 1 | 1 | — |
| Fitchburg, | 4 | 4 | — | Ashland, | 1 | 1 | — |
| Lowell, | 1 | 1 | — | Franklin, | 1 | 1 | — |
| Bridgewater, | 2 | 2 | — | Oxford, | 1 | 1 | — |
| Worcester, | 2 | 1 | 1 | Newport, R. I., | 1 | 1 | — |
| Winchester, | 1 | 1 | — | Lawrence, | 2 | 2 | — |
| Medford, | 1 | 1 | — | New Bedford, | 1 | 1 | — |
| Medway, | 1 | 1 | — | Kingston, | 1 | — | 1 |
| Dudley, | 1 | — | 1 | Amesbury, | 1 | 1 | — |
| Somerville, | 1 | 1 | — | Providence, | 1 | 1 | — |
| Amherst, N. H., | 1 | 1 | — | Neponset, | 1 | 1 | — |
| Lynnfield, | 1 | 1 | — | Gloucester, | 1 | 1 | — |
| Newburyport, | 1 | 1 | — | Framingham, | 1 | — | 1 |
| Arlington, | 1 | 1 | — | Plymouth, | 1 | 1 | — |
| Reading, | 1 | 1 | — | Lockport, N. Y., | 1 | 1 | — |
| Brookline, | 4 | 4 | — | | | | |
| Stoneham, | 1 | — | 1 | Totals, | 188 | 130 | 58 |
| Rockland, | 1 | 1 | — | | | | |

| STUDENTS ADMITTED. | | | | | Whole number. | Greatest attend- ance. | Smallest attend- ance. | Average attend- ance. |
|---------------------------------|---|---|---|---|---------------|---------------------------|---------------------------|--------------------------|
| To the morning class, | . | . | . | . | 68 | 66 | 56 | 60 |
| afternoon class, | . | . | . | . | 49 | 41 | 30 | 36 |
| evening class, | . | . | . | . | 46 | 33 | 22 | 28 |
| advanced class, | . | . | . | . | 25 | 24 | 17 | 22 |
| Totals, | . | . | . | . | 188 | 164 | 125 | 146 |

These statistics make it at once apparent that the present accommodations of the school are altogether inadequate to its needs; and it is hoped that the legislature, during its present session, will find means of providing better. Should a suitable site on the Back Bay lands be set apart for an edifice, and a sum equal to half the cost of such edifice be appropriated from the treasury, on condition that private munificence should supply the other half, it is believed that the condition would be promptly complied with, and the needed accommodations be gained.

Respectfully submitted.

A. A. MINER,
PHILLIPS BROOKS,

Visitors.

BOSTON, January 7, 1875.

THIRD ANNUAL REPORT
ON THE
PROMOTION OF INDUSTRIAL ART-EDUCATION
IN MASSACHUSETTS.

To the Members of the State Board of Education.

GENTLEMEN :—The records of the year 1874 display no circumstance affecting the progress of art-education in this State, of equal importance with the great fact of 1873, viz., the establishment of a Normal Art-School. At the end of 1873, I was able to report to you that every city or town in Massachusetts, which had a population of above ten thousand, had complied with the law of 1870, relating to industrial drawing, with the exception of Holyoke, North Adams and Pittsfield. This year Pittsfield is the only non-complying town, and from the interest felt in the subject, both by superintendent and teachers of the schools, as well as by other friends to education in the locality, I believe another year will find Pittsfield no exception to the rule of compliance. I would again suggest that the statute of 1870 may be amended to include all towns of five thousand inhabitants and upwards, instead of those only which have ten thousand and upwards, and believe a greater number of mechanics would receive instruction in the fifty towns so included, than are now receiving it in the twenty-three now influenced by the statute. Experience has demonstrated that there is as much need of industrial art-education in the smaller as in the larger centres of population, and in Europe it is not unusual to find the most successful classes in quite small towns. Another argument for making the statute apply to smaller towns is, that the young and enterprising mechanics of a village generally migrate to the towns and cities, where, if ignorant of the scientific or artistic elements of their business, they have to compete on unequal terms with those in the larger towns who have had opportunities for instruction. Their labor is of less value to employers,

because less productive and of a ruder quality, and they must content themselves, therefore, with lower wages, a penalty to be paid as the price of being educated in a town with less than ten thousand inhabitants, in which no means of industrial education were provided, and the value of skilled labor was ignored.

In view of this, it seems advisable to give all who desire it the advantages of instruction now possessed by some, and it would not be difficult to accomplish this without incurring great expense either to localities or pupils.

DRAWING IN DAY SCHOOLS.

The greatest difficulty that had to be met in popularizing instruction in drawing in the Common Schools was a general belief among teachers and others that ability to draw was a special endowment, like any physical peculiarity, and that those to whom nature had not made a present of the faculty would waste their time in trying to attain it. This is an old delusion, which dies hard, and has the seeming power of coming to life again, no matter how often it is killed. The unbeliever or the sceptic on this point can visit every class-room in many Grammar Schools in Boston, where four branches of drawing are taught to every child, and can examine the work in drawing of every child, seeing that though tasks may vary and degrees of intelligence be expressed in this subject as in all others, and good teaching be as easy to distinguish, yet that exactly one hundred per cent. of the children succeed in learning to draw. It is possible to make such an examination any day in the year when the schools are in session, and though some schools whose teachers are enthusiastic in this subject do better than others, the school in which to make the inquiry need not be picked. This result ought to convert the most sceptical, and would do so, only very few feel sufficiently interested in the subject to make the examination. In the numerous addresses before Teachers' Institutes and public meetings, which I have given during the past year, it has seemed to be my duty to discuss the question of the *possibility* of learning to draw before the audiences, rather than to show how the subject could be taught. When teachers have been convinced of their ability to teach, the means of learning are available, and they generally succeed in securing them. As such courses of instruction in industrial

drawing were not available when I assumed the duties of my office, three years ago, I considered it to be a part, and perhaps the most important part, of my work for the State, to arrange and grade the different subjects of study comprised under the term industrial drawing, and adapt them by exercises to the different grades of schools and classes of pupils. This has been done for the Primary, Intermediate and Grammar Schools, but remains yet to be done for the High and Technical Schools, and free industrial evening classes. I found when I had convinced the assembled teachers of a city how easy it was to teach drawing, the first request they made to me was for a programme of study and the apparatus by which it could be carried out. In the subject of music they were originally as sceptical as they had been in drawing, but when songs had been written for the children, charts and text-books prepared for the teachers, and methods of instruction carefully demonstrated, they had taken up the subject of singing enthusiastically and made great progress with their pupils in it. It became, therefore, my obvious duty to remedy this deficiency of apparatus and scheme of study with regard to drawing, and make it possible, for all teachers who desired to do so, to teach industrial drawing systematically, for until that had been done by some one, the law of 1870 must have remained inoperative. As my engagement by the Board of Education was especially to organize a scheme of drawing for the Public Schools and night-classes, and to undertake all and every work required to make it practical and possible, the work of arranging a scheme of instruction and placing it at the command of all the Public Schools of the State was an important part of my responsible duty. This I have endeavored to discharge, and shall not consider it accomplished until a course of study has also been produced, which shall do for High, Technical and Evening Drawing Classes, that which I have been enabled to do for the Primary and Grammar Schools. Complying with the wish of many inquirers into method and arrangement in this subject, I have printed in an appendix a scheme of study for drawing, both in Day Schools and Evening Classes.

DRAWING IN THE NORMAL SCHOOLS.

One of the most gratifying signs of the progress this subject is everywhere making, is the great improvement in the study of drawing in the Normal Schools. The schools were examined in drawing during the past year more thoroughly than ever they had been before, and the results showed that every student who graduated from the schools would be able to teach drawing in some of its phases, and a large majority in all the elementary subjects. It is not necessary to enlarge on the extreme importance of this advancement, for, if continued, it will make industrial art-education both possible and permanent in the Public Schools, where, if it is to be successful elsewhere, it must be commenced. It has been suggested by Mrs. Dickinson, who has charge of the drawing in the Westfield Normal School, that some students who have a great love for drawing and intend to become teachers of the subject, could be prepared for the Normal Art-School examinations, and prepare the diploma-works, whilst studying in the Normal Schools. This, it seems to me, is a very valuable suggestion, for thus the Art-School course could be shortened by a year. If a student who wishes to devote half his time to general subjects and half to drawing for two years, could be allowed to do so in either or all of the five State Normal Schools, it would be a good arrangement so far as art-education is concerned. In the diploma-works and the examination, the standard would be the same for all the schools, and the first diploma might eventually be as well prepared for in the Normal Schools as in the Normal Art-School. The text-books of technical subjects being fixed, they can be studied in one place as well as in another, and the art class-rooms of each Normal School either are, or will be, provided with all necessary examples for freehand work and historical illustrations.

It would appear to be advisable that there should be two examinations in drawing held in the Normal Schools each year, instead of one, as at present, so that the students who leave the schools in February might have an opportunity of testing their knowledge and skill, by an impartial standard common to all the schools. If the State Board required that every student graduating from its Normal Schools must be competent to teach

drawing as defined by the statute of 1870, it would be a very short time before all the classes in all the schools of the State would be taught to draw. The subjects to be taught could not be fewer than—

1. Freehand outline drawing and elementary design,
2. Plane geometrical drawing,
3. Model drawing from flat and solid,
4. Linear perspective by freehand and by instruments,
5. Memory and dictation drawing,

if what is called industrial drawing be aimed at. With a sound general understanding of these subjects and a fair amount of manual skill in all, the graduating students of the Normal School might be considered qualified to teach the elements of industrial drawing in any Primary, Intermediate or Grammar School. Such uniformity of standard and professional test of teachers would be a great convenience to school committees employing teachers, who do not always feel competent to examine and test candidates for teacherships, in the subject of drawing.

FREE INDUSTRIAL DRAWING CLASSES.

The tendency of the work carried on in these classes is towards mechanical and architectural drawing, and few take up freehand subjects. Where, however, this has been done, there is a manifest increase of interest displayed by the students. The difficulties in the way of making these classes successful have been very great, and are not yet overcome. I would join with the State Board of Examiners in their reiterated cry for good examples to study from in the classes, and add to it that unless they be provided and used in a room properly arranged and fitted up for the study of drawing, it will be impossible to make great progress. The provision of qualified teachers of drawing is being made, but they will be helpless to do great work, unless they are provided with the means found necessary elsewhere. More than half the difficulties under which these classes labor are removable at will, and until they are so removed the classes themselves will be inefficient and in danger of being discontinued from want of pupils. The conditions

necessary to carry on a free industrial drawing class successfully may be summed up as follows :—There must be

1. Suitable class-rooms, lighted by day and night, adapted to the character of work carried on in them.
2. Proper examples to be used as copies and illustrations of the subjects studied, in line, color, light and shade, and models of solid forms and natural objects.
3. A qualified teacher, who is familiar with the general subject of art-education, theoretically and practically, supported by subordinates who can teach special departments.

Without all three of these requirements it is impossible to achieve success which is absolute, though, working under disadvantages almost insurmountable, many teachers have already attained comparative success. Starting with fewer means of usefulness than are above described, much valuable time of both scholars and teachers is thrown away, both often become discouraged, and the imperfectly equipped classes have been generally unfruitful in results. When this is so, the money they have cost has been thrown away, and they are really the most expensive and unsatisfactory of experiments. A little attention paid to those conditions of success before commencing drawing classes, would obviate such difficulties and insure very different results, and I desire to impress this on all committees who find it difficult to account for the gradual thinning of classes, which were overcrowded at first.

THE EXHIBITION OF DRAWINGS FROM THE FREE INDUSTRIAL EVENING CLASSES.

The report of the Examiners appointed by the State Board of Education, fully describing the works and making many suggestions, will be found at the end of this Report. These annual exhibitions have been visited by many thousands of persons, and have attracted much attention. It must be obvious to those experienced in such matters, that the comparisons and criticism evoked by them must be beneficial. The progress made during the three years they have been held is remarkable, and their suggestiveness even more marked. The value of the exhibitions is, however, much curtailed by the

insufficient space given for display of the drawings. Less than half the works sent last year could be hung; and though the exhibition was only open for three days, the cost to the State for rent, etc., was nearly five hundred dollars. When a Normal Art-School shall have been built, the exhibition should be held in it, and be kept open for a much longer period of time, to give visitors from a distance the opportunity of examining it. As the establishment of these schools of drawing becomes permanent, and the work judiciously arranged, it will be well to organize the exhibitions more thoroughly and award more valuable distinctions than is possible at present. The table, at the end of the Examiners' Report, will show the comparative number of drawings exhibited and awards of Excellent and Honorable Mention made for the three years the exhibitions have been held; viz., 1872, 1873 and 1874.

THE NORMAL ART-SCHOOL.

The progress made by this school since its first establishment has been a subject of astonishment to many experienced educators in other branches, or in the general subject. To those familiar with similar developments elsewhere, the experience of Massachusetts as the pioneer of art-education in the United States, is not so much to be wondered at. The Board of Visitors, in their Report for the year 1873, when 107 students had been admitted to class-rooms originally prepared for 36, described the school as being "wonderfully successful," and "it is really a marvel of success considering the disadvantages which had to be encountered." When, as the crowning act of repeated efforts, carried on through many years when the subject was strange and not understood, Mr. Philbrick, assisted by many other earnest friends of education, succeeded in establishing the Normal Art-School, a great achievement in art-education was effected. When, however, it became necessary to provide rooms for the future students, my own estimate that 100 might be expected, was regarded as visionary. Before the school had been opened three months, 107 students had been admitted, and nearly as many more refused admission on various grounds, want of accommodation being the principal. At the close of the year 1874, there are on the books and in attendance at the school, 188 students, and more than that

number have been refused admission, or their admission postponed. Since the school has closed for the Christmas vacation, 15 students have applied for examination and admission; and if their examination be satisfactory they must be admitted, but must wait for places until the State can provide larger rooms.

The question may arise, How has the school, which can only seat 72, accommodated 188? The answer is, by giving to each of the classes an average of about one-third of the instruction they applied for and ought to have, so as to give to as many individuals as possible a little instruction by way of a beginning. A more hard-working, well-conducted body of students I have never seen, nor one which has had to suffer from so many avoidable difficulties.

In the matter of admission to the school, it has been almost impossible to do otherwise than has been done. Parents have brought their sons and daughters who have chosen to adopt the vocation of the art-teacher, and claimed admission to the school as a right, offered to pay anything that might be charged for the instruction, or bear all the inconvenience of crowding and confusion, if only they might be allowed to attend even for one or two days per week.

Nearly one hundred pupils from other States offering to pay the fee of fifty dollars per annum if they could come, have been refused on the grounds that there was no room even for residents in this State.

I judge that if a Normal Art-School could be built in Boston, thoroughly adapted in plan and arrangements for the purpose, and capable of accommodating as many students as applied for admission, it might be opened with five hundred students. Of these, all but residents in the State might be expected to pay a reasonable fee for tuition, and the cost to the State of conducting the school be thereby lessened.

I therefore respectfully submit to the Board of Education a favorable consideration of the needs of this body of students. The demand for this normal instruction originated in the legislature, which made the teaching of drawing compulsory. That act made teachers of drawing necessary, and this, in its turn, necessitated a Normal Art-School. The school now exists, all but the building, and I would ask whether the two hundred pupils who are now studying industrial art have not as much and as great

a claim on the Board for a convenient place in which to study as the students of any other Normal School have for the same? They believe that they have, and quietly but forcibly urge it.

The school has been greatly benefited by the loan of original pictures, for use of the students, during the past year, kindly offered by Mr. C. C. Perkins, Dr. J. S. Wright, Mr. W. R. Ware, Mr. H. Hitchings, and others. It would be well if the school could avail itself more largely of the generosity which owners of pictures usually display in the disposition of their art-treasures; but, at present, there is not even sufficient wall-space to hang pictures on, the little there is being used up for elementary examples, necessary in the daily teaching of the first year's students.

There can be but one remedy for such a condition as this, and I should be derelict in my duty to the State if I did not urge the Board to adopt the remedy. It is to erect a building approximate to the new Art Museum, in Boston, capable of holding as many students as will be like to need such instruction as the school could give. In it, provision should be made for a four years' course of study, so that the thoroughness which is desirable in this, as in other subjects, may be secured.

I look forward to the Centennial Exhibition, at Philadelphia, to create a public opinion in the whole country strongly in favor of industrial art-education. It was the International Exhibition at London, in 1851, that established Schools of Art, the South Kensington Museum, and the general adoption of drawing as a subject of elementary education in England. The Philadelphia Exhibition will do the same for the United States.

In the director's report will be found a list of the cities and towns which furnish the students of the school, and also a detailed result of the first examination for Diploma A. The examination was conducted so that the examiners who pronounced on the works were ignorant of the names of their authors, the exercises being signed by a monogram and two numerals. These alone are printed, the names being withheld. The table shows the comprehensive nature of the examination, and that a substantial amount of knowledge of elementary art is required from a graduating student.

The courses of study for the second year's students, who are engaged on subjects required in Diploma B, appear also in an Appendix. The subjects for the first year were published in my last report.

A selection of examples from the diploma-drawings, executed by the students, was sent to the Exhibition of the Massachusetts Charitable Mechanic Association, held at Faneuil Hall, in September. One complete set, by Mr. P. Roos, obtained the recognition of a silver medal. Drawings by Walter L. Dean, Mercy A. Bailey, Mrs. David, and William Briggs, received bronze medals; and others by H. Hitchings, L. W. Miller and M. A. Bailey, received diplomas. For the display made by the school, the highest recognition of excellence made by the Association, viz., the gold medal, was unanimously awarded by the judges. In the department of drawings of the exhibition, this distinction was shared alone with the Lowell course of design, carried on in the Institute of Technology, all other awards being of a lower class.

Taking the opportunity of a visit to England during the summer of 1874, by the Rev. Phillips Brooks, a member of the Board of Visitors, a complete set of diploma-works, executed in the school, was sent to the government authorities of the South Kensington Museum, in England, with a view of obtaining the opinion of long experienced experts on the course of study laid down and attainments of the pupils. Having submitted these works to the examination of Mr. Redgrave, who has the double distinction of being a Royal Academician and Her Majesty's Inspector-General of Art-Schools, the following written opinion was received by Mr. Brooks:—

SOUTH KENSINGTON, July 15, 1874.

THE REV. PHILLIPS BROOKS:—

DEAR SIR,—I have examined with much interest the folio of drawings, prepared by a student in training in the school of the department of art-education, Massachusetts, with a view to obtaining a certificate of ability to teach.

Mr. Walter Smith seems to have laid down a course well adapted to form Masters fully competent to conduct elementary art-education. The works shown me are very well executed, and the scientific part of the course ample and satisfactory.

As the schools advance, I have no doubt the art part of the course will be added to, and the extended study of light and shade from casts of ornament and the figure, drawing and painting foliage and flowers, further insisted on, so as to follow up the very satisfactory foundation laid in the works for Diploma A, which I have examined with so much satisfaction.

I remain, dear sir, yours very faithfully,

RICH'D REDGRAVE,
Inspector-General for Art.

England having been the first country to establish a Normal Art-School, and Mr. Redgrave having been intimately connected with the school and museum from its establishment, as the highest Art-authority of the government, the opinion given by him is entitled to respect, and ought to have much weight in giving confidence to the scheme of study adopted by the Board of Education. With thirty-five years of experience, first as head-master of the London School of Design, and secondly, as Art-referee of the South Kensington Museum, chief inspector of art-schools and examiner of the Normal Art-School, Mr. Redgrave, it must be admitted, speaks with some authority.

It is only right to add that the subjects referred to as being desirable to be studied, form a part of the second year's course in the Massachusetts Normal Art-School, though only a portion of them can be pursued until a proper school-building is erected. These and many other branches of industrial art-education not referred to by Mr. Redgrave, nor included in the English scheme, will eventually be comprehended in the general plan.

In the organization of the courses of study to be pursued in the school, the aim has been, whilst taking advantage of the experience obtained by other countries, to imitate none, but pursue a wholly independent course which seeks after the best, unbiased by either national predilections or preference of style adopted in particular schools.

The result to be expected therefrom is, that a School will eventually be formed in the United States having its own style developed by the process of natural growth, and displaying an originality which is in harmony with the instincts and genius of the people and the country.

CONCLUSION.

Though the proverb says "make haste slowly," it is proverbially difficult of attainment. A neglected subject of education is apt to receive a good deal of attention when its importance is at last discovered, and the neglect of the past is more responsible for the rapid progress of the present, than any intentional hurry on the part of those who are sometimes held responsible for it.

I cannot close this Report without bearing a willing testimony to the zeal and faithfulness of the professors and instructors in the Normal Art-School, the teachers of drawing in the Normal Schools, and the excellent work done in all the night schools where proper appliances were provided.

Rapid progress is being made in the subject of industrial drawing, in all directions—more than I could have believed possible in the short period of time elapsed since the Act of 1870 was passed. It is sound in its character, and the experiments and mistakes of other countries have been avoided; and future experience will demonstrate that though the work of these first years has been but the beginning of a great movement, it was a beginning in the right direction.

I am, gentlemen, yours faithfully,

WALTER SMITH,

State Director of Art-Education for Massachusetts.

MASSACHUSETTS NORMAL ART-SCHOOL—1874.
Results of Examination for Diploma A.—ELEMENTARY DRAWING.

[Value of Marks:—Full marks, 100; pass marks, from 50 to 70; good marks, from 70 to 90; excellent marks, 90 to 100.]

| Number. | MONOGRAM. | Total number of marks. | Diploma drawings. | Geometrical drawing. | Perspective practice. | Perspective theory. | Orthographic projection and machine drawing. | Isometric projection and shadow. | Architectural drawing. | Model and object drawing. | Memory drawing. | Dictation drawing. | Historical ornament. | Color. | Diploma. |
|---------|-----------|------------------------|-------------------|----------------------|-----------------------|---------------------|--|----------------------------------|------------------------|---------------------------|-----------------|--------------------|----------------------|--------|----------|
| 1 | A. D. 39. | 974 | E | 80 G | 100 E | 77 G | 98 E | 59 P | 90 E | 100 E | 95 E | 95 E | 90 E | 90 E | Diploma. |
| 2 | A. E. 37. | 940 | E | 100 E | 100 E | 97 E | 79 G | 79 G | 90 E | 65 P | 85 G | 70 G | 75 G | 100 E | Diploma. |
| 3 | D. Q. 65. | 936 | E | 72 G | 100 E | 60 P | 97 E | 100 E | 92 E | 85 G | 90 E | 90 E | 50 P | 100 E | Diploma. |
| 4 | W. L. 74. | 915 | E | 97 E | 95 E | 78 G | 68 P | 72 G | 99 E | 70 G | 90 E | 80 G | 70 G | 96 E | Diploma. |
| 5 | 2 XL 5. | 904 | E | 88 G | 100 E | 85 G | 84 G | 80 G | 92 E | 75 G | 95 E | 55 P | 60 P | 90 E | Diploma. |
| 6 | C. A. 32. | 901 | E | 88 G | 100 E | 98 E | 84 G | 100 E | 84 G | 70 G | 60 P | 75 G | 50 P | 88 G | Diploma. |
| 7 | A. Z. 13. | 872 | E | 92 E | 50 P | 90 E | 71 G | 63 P | 91 E | 70 G | 90 E | 80 G | 75 G | 100 E | Diploma. |
| 8 | M. N. 28. | 869 | G | 72 G | 80 G | 84 G | 50 P | 76 G | 82 G | 65 P | 95 E | 95 E | 85 G | 100 E | Diploma. |
| 9 | AB 90. | 860 | G | 60 P | 92 E | 86 G | 59 P | 50 P | 83 G | 70 G | 75 G | 90 E | 75 G | 78 G | Diploma. |
| 10 | A X 44. | 858 | G | 72 G | 100 E | 90 E | 72 G | 71 G | 50 P | 85 G | 75 G | 60 P | 90 E | 100 E | Diploma. |
| 11 | W A 22. | 838 | G | 56 P | 50 P | 90 E | 69 P | 73 G | 55 P | 100 E | 95 E | 75 G | 50 P | 88 G | Diploma. |
| 12 | J. B. 48. | 821 | G | 56 P | 100 E | 74 G | 75 G | 80 G | 83 G | 75 G | 85 G | 55 P | 50 P | 90 E | Diploma. |
| 13 | A B 1. 2. | 812 | G | 80 G | 90 E | 93 E | 72 G | 53 P | 94 E | 50 P | 90 E | 90 E | 75 G | 75 G | Diploma. |
| 14 | Z A 91. | 785 | E | 64 P | 65 P | 72 G | 50 P | 50 P | 63 P | 100 E | 90 E | 90 E | 75 G | 100 E | Diploma. |
| 15 | E M 94. | 778 | E | 64 P | 50 P | 74 G | 64 P | 52 P | 81 G | 55 P | 75 G | 55 P | 50 P | 100 E | Diploma. |
| 16 | W T. 65. | 776 | E | 76 G | 50 P | 72 G | 92 E | 69 P | 75 G | 60 P | 95 E | 90 E | 50 P | 100 E | Diploma. |
| 17 | C. T. 62. | 765 | E | 62 P | 50 P | 76 G | 64 P | 50 P | 78 G | 65 P | 75 G | 55 P | 50 P | 100 E | Diploma. |
| 18 | L. S. 71. | 756 | E | 84 G | 50 P | 80 G | 64 P | 62 P | 91 E | 50 P | 75 G | 50 P | 75 G | 50 P | Diploma. |
| 19 | B. Y. 92. | 755 | E | 50 P | 92 E | 54 P | 72 G | 68 P | 95 E | 60 P | 75 G | 50 P | 50 P | 50 P | Diploma. |
| 20 | M. P. 61. | 749 | E | 76 G | 50 P | 78 G | 72 G | 68 P | 83 G | 60 P | 70 G | 60 P | 50 P | 92 E | Diploma. |
| 21 | A. Z. 75. | 731 | E | 72 G | 80 G | 67 P | 74 G | 70 G | 70 G | 65 P | 95 E | 60 P | 50 P | 75 G | Diploma. |
| 22 | Z A 91. | 703 | E | 56 P | 50 P | 55 P | 50 P | 50 P | 75 G | 60 P | 95 E | 60 P | 50 P | 90 E | Diploma. |

Massachusetts Normal Art-School—Continued.

| Number. | MONOGRAM. | Total number of marks. | Diploma drawings. | Geometrical drawing. | Perspective practice. | Perspective theory. | Orthographic projection and machine drawing. | Isometric projection and projection of shadows. | Architectural drawing. | Model and object drawing. | Memory drawing. | Dictation drawing. | Historical ornament. | Color. | Diploma. |
|---------|-----------|------------------------|-------------------|----------------------|-----------------------|---------------------|--|---|------------------------|---------------------------|-----------------|--------------------|----------------------|--------|----------|
| 23 | U S 74, | 681 | E | 58 P | 80 G | 86 G | - | - | - | 90 E | 95 E | 90 E | 95 E | 90 E | - |
| 24 | L F 23, | 651 | - | 48 | 35 | 70 G | 40 | 28 | 90 E | 75 G | 60 P | 70 G | 35 | 100 E | - |
| 25 | K W 48, | 577 | E | 16 | 25 | 50 P | 50 P | 20 | 68 P | 65 G | 85 G | 50 G | 75 G | 73 G | - |
| 26 | (O) 31, | 596 | G | 36 | 30 | 44 | 73 G | 37 | 46 | 75 G | 85 G | 70 G | 50 P | 50 P | - |
| 27 | A Y 26, | 590 | E | 32 | 15 | 56 P | 40 | 28 | 56 P | 65 P | 100 E | 55 P | 85 G | 58 P | - |
| 28 | A O 12, | 563 | G | 32 | 50 P | 70 G | 13 | - | 50 P | 50 P | 85 G | 70 G | 60 P | 83 G | - |
| 29 | N. Y 93, | 600 | G | 68 P | 40 | 66 P | 17 | 55 P | 95 E | 65 P | 50 P | 70 G | 50 P | 96 E | - |
| 30 | L. O 66, | 537 | - | 60 P | 80 G | 75 G | 25 | 82 G | 70 G | 80 G | 70 G | 70 G | - | 100 E | - |
| 31 | W. C. 27, | 535 | - | 96 E | 80 G | 78 G | 95 E | 55 P | 67 P | 65 P | 70 G | 70 G | - | - | - |
| 32 | 51 A C, | 682 | - | 92 E | 80 G | 88 G | 42 | 73 G | 70 G | 80 G | 70 G | 70 G | - | - | - |
| 33 | M G 79, | 460 | - | - | 50 P | 74 G | 42 | 61 P | - | 80 G | 80 G | 70 G | 60 P | 90 E | - |
| 34 | E R 77, | 459 | - | - | 30 | 67 P | 25 | 54 P | 95 E | 80 G | 60 P | 55 P | - | - | - |
| 35 | G. F. 33, | 433 | - | - | 50 P | 50 P | 61 P | 81 G | - | 55 P | 80 G | 30 | - | 75 G | - |
| 36 | A Z 92, | 415 | - | 56 P | 50 P | 77 G | 50 P | 76 G | 94 E | 65 P | - | - | 75 G | 90 E | - |
| 37 | U B 56, | 386 | - | 52 P | 30 | 82 G | 50 P | - | 65 P | - | - | - | - | - | - |
| 38 | X Y 44, | 344 | - | 56 P | - | - | - | - | - | 50 G | 50 P | 50 P | - | - | - |
| 39 | F. L. 27, | 257 | - | - | - | - | - | - | - | 70 G | 95 E | 65 P | - | 87 G | - |
| 40 | P U 48, | 263 | - | - | - | - | - | - | - | 65 P | 80 G | 50 P | - | - | - |
| 41 | C W 77, | 185 | - | - | - | - | - | - | - | 55 P | 70 G | 40 | - | - | - |
| 42 | C S 76, | 170 | - | - | - | - | - | - | - | 60 P | 70 G | - | - | - | - |
| 43 | A W 42, | 128 | - | 32 | 40 | 56 P | - | - | - | 50 P | - | 50 P | - | - | - |
| 44 | (N E 75), | 116 | - | 16 | - | - | - | - | - | 55 P | - | - | - | - | - |
| 45 | L B 15, | 105 | - | - | - | - | - | - | - | 60 P | - | - | 50 P | - | - |
| 46 | L B 36, | 60 | - | - | - | - | - | - | - | - | - | - | - | - | - |

NOTE.—The Diploma is awarded to those Students only who have completed their drawings, and passed the whole examination.

A P P E N D I X.

[A.]

SYNOPSIS OF DRAWING FOR A THIRTEEN YEARS' COURSE
IN PUBLIC SCHOOLS.*In Primary Schools.*

1st YEAR. To learn the names of *geometric forms* and lines. To draw on slates any simple form the teacher asks for, without being shown. To learn the meaning of terms and expressions used in drawing,—as vertical, oblique, etc., etc.; angle, triangle, etc., etc.; to draw simple things from *memory* and from *dictation*. All work on slates.

2d YEAR. To learn same subjects as in first year, but make fairly good drawings. To have object-lessons illustrated by drawings. *Dictation* and *memory* drawing of geometric patterns. Simple designs made of straight lines and simple curves. All work on slates.

3d YEAR. To learn to draw on paper. A recital on paper of what has been learnt before. To learn the names of the *geometric solids*,—as sphere, cylinder, cone, cube, etc., etc.,—*but not to draw them*. To draw with readiness from memory and dictation forms previously drawn from copy. To design new combinations from copies already drawn.

In Grammar Schools.

1st YEAR. To apply the elements learned in the Primary Schools to drawing; viz., the geometric definitions to *geometric drawing* and the definitions and names of solids to *model drawing*, the latter from blackboard only, and of curved forms only. Freehand drawing of botanical analyses of plants, giving the common names of parts of leaves and flowers. Simple designs in geometric forms, the latter made with compass and square, thus applying geometrical drawing to practical use.

2d YEAR. To go on with the same studies in more advanced stages, as freehand outline design, geometrical drawing, model drawing of both curved forms and objects bounded by right lines, from the blackboard, or from books, sketches being made on the blackboard by the teacher and explanations given.

3d YEAR. Advancing to the drawing of ornament and objects of historical character, as Egyptian lotus form, Greek vases, etc., etc., names to be remembered in connection with forms, and to be drawn when required from memory.

4th, 5th and 6th YEARS. During the last three years of the Grammar School period the subjects to be studied are *freehand drawing and design, geometrical drawing, model drawing and freehand perspective*, so as to learn the names and expressions used about perspective before taking it up in the High Schools. Half-way through the Grammar-School course to take up model drawing from the solid object instead of blackboard; *i. e.*, at the end of the third year. Dictation and memory drawing occasionally.

Design with half-tint backgrounds in fourth, fifth and sixth year (outline design only having been previously drawn).

Botanical names and forms to be also taught. Names of colors and first principles of their harmony, complementary colors, etc.

In High Schools.

1st YEAR. Linear perspective by use of instruments. Parallel. Botanical lessons, illustrated by diagrams in color.

Lessons in harmony of color by diagrams. Model drawing from the solid object, in light and shade, half-tint, cross-hatching and stump. Lectures on styles of architecture, without drawings being made, to learn the names, dates, localities of each style.

2d YEAR. Linear perspective, angular. Design in harmonious colors from flowers and foliage. Drawing from plants in outline. Object-drawing in one color, as fruits, etc., etc., from flat copies and from casts.

3d YEAR. Linear perspective, oblique. Painting from flowers and fruits, from nature. Study of human figure in light and shade from copies. Drawing foliage from plaster casts. Applied design for manufactures, as carpets, lace, paper-hangings, pottery, glass, frescoing, metal-work, etc.

4th YEAR. Lessons in painting from nature, of landscapes. Drawing from plaster-casts of human figure. Lessons in styles of architecture and lectures on schools of painting. History and practice of industrial art. Lectures on design applied to manufactures.

The principle on which this course is arranged is, that *before drawing anything, the pupil should be made to understand it.*

Thus the *first* year in the Primary Schools is devoted to learning names and shapes, and it matters even little whether they be drawn or not, by the pupils.

In the *second* year, the pupil draws what he has been taught.

In all three Primary years he learns the definitions of geometry, and in the last year those of solid geometric forms, *to prepare* him for the work of the first year in the Grammar School, which is *to draw* the subjects. Then in the three lower years of the Grammar School the pupil is prepared by drawing from copies for the *solid* model drawing, which he does during the three following years. And in the upper Grammar years he is prepared by freehand perspective, outline model drawing, outline design, for the linear perspective by instruments, model drawing in shade and design in color, which he will take up in the High Schools.

In the High School, the lower class prepares for the next higher, learning the names and elements of subjects pursued in the class above.

Let this principle be acted on, that the cultivation of the *understanding precede the drawing*, and then drawing will never be difficult, but, on the contrary, be always interesting. Thus grading on a principle is the true secret of making drawing both easy and interesting.

WALTER SMITH,

State Director of Art-Education in Massachusetts.

[B.]

INDUSTRIAL DRAWING IN NIGHT-CLASSES.

Before the student can apply a knowledge of drawing to industrial purposes, it is necessary that he should know how to draw, become practically acquainted with the process by which form is represented, and the different methods of representation.

Industrial drawing may be divided into two distinct classes: 1. Instrumental drawing. 2. Freehand drawing;—the first being worked

by means of compasses, squares and other mechanical implements, the second wholly or partly by the freehand alone, without the aid of instruments.

1. Instrumental Drawing.

The distinct branches of this section, which will be generally required in industrial drawing, are,—

a. Plane geometrical drawing ;

b. Projection ;

c. Perspective ;

as elementary subjects ; and

1. Building, construction and architectural drawing ;

2. Machine drawing ;

as advanced subjects.

Instruction in these subjects will be sought after by all who are engaged in the building trades, and by mechanics working in the machine and tool trades, also by architectural and engineering pupils working in offices.

2. Freehand Drawing.

This subject includes the representation of objects and ornaments from both the flat and the round, the study of light and shade and color, and also of original design.

Students who are engaged in such occupations as lithography, fresco-painting, designing, architects' and engineers' offices, teaching drawing, carving, engraving, wood-cutting, decorating, drawing on wood, etc., etc., will require instruction in this branch.

In each of these departments, some of the knowledge and practice found in the other will be of great advantage to the student. For this reason, there should be a *first year's course* common to both subjects, which all the students should be required to attend. This might be as follows :—

FIRST YEAR'S COURSE IN ELEMENTARY FREEHAND AND INSTRUMENTAL DRAWING.

Subjects Studied.

First part.—1. Freehand outline drawing from copies and blackboard, with exercises in elementary design.

2. Plane geometrical drawing from copies and blackboard, with additional exercise problems given, but not worked out, by the teacher.

Second part.—1. Model and object drawing, from copy and solid model.

2. Perspective drawing (for freehand students).

3. Projection (for instrumental students).

A course of elementary work such as this will be within the capacity of all the students, if suitable examples be provided. All the subjects can be taught by class-lectures, and therefore a large number of pupils, up to a maximum of fifty, can be taught by one teacher. The course will furnish the students with sufficient practice in both subjects to give an intelligent understanding of their elements, and prepare them for successful study of the second year's course. But the practice in the class-room alone is not sufficient. Every student should be required to work as much at home, between lessons, as he does with the teacher, in the class-room.

SECOND YEAR'S COURSE.

1. *Instrumental Drawing.*

The study of the two subjects of machine drawing and building construction may be pursued in one class, comprising two sections, each section beginning with the elementary practical problems of the subject.

Thus in *building construction*, the subjects should be the joints used in carpentry, door and window framing, construction of floors, partitions, roofs and staircases, bond in brick-work, stone-work, arches, fire-proof flooring, designs of plans, elevations, sections and perspective views of houses and other buildings, working drawings, details, etc., etc.

In *machine drawing*, the details of machines, as bolts and nuts, plumber blocks, screws of all threads, wheels toothed and bevelled, eccentrics; machines, such as drills, lathes, pumps, steam-engines, locomotives, manufacturing-machines, etc., etc.

In both of these subjects the first and easy work will consist of simple projection *applied* to objects of industry, and these lessons may be given from the blackboard, the teacher drawing them step by step before the pupils, all working to scale, and the dimensions clearly marked in figures on the drawings.

But after the elementary forms have been drawn, then each student will be ready to follow his own specialty. Those engaged in building, taking up either carpentry, masonry or brick-laying, and those employed in machinery, commencing a study of the particular class of machines they make in the workshop, or other details of their craftsmanship.

SECOND YEAR'S COURSE.

2. *Freehand Drawing.*

Drawing of ornament in outline from large copies of foliage and the human figure; shading of the same from copies in pencil, crayon and Indian ink or sepia; designing in half-tint, or several tints of one color; drawing from memory and dictation, etc., etc., etc., would form the elementary part of the second year's course; while the more advanced section would comprise shading geometrical solids, shading from the cast and natural objects, applied design for industrial purposes, and special subjects suitable to the avocations of particular students.

The adoption of this method of grading the work into first and second year's study will be found satisfactory to both teacher and pupils, much of the want of progress and dissatisfaction sometimes existing in classes arising from advanced technical work being undertaken before any practical knowledge of the elements has been acquired, and does not usually arise either from want of ability on the part of pupils, or of skill on the teacher's part.

For the first year's course all the apparatus required will be the class-books generally used by the teacher, or those adopted in the Public Schools, together with a pair of compasses and ruler for each student, and some solid models to draw from.

For the second year's course, mounted copies of building construction and machine drawing of freehand outline, shading and coloring and specimens of mechanical motions, examples of applied design, will be required, in order that the student may see the direct application of drawing to industrial pursuits.

In providing a room for study, the class-room of the High School, if capable of seating adults, and properly lighted, is usually well adapted for the elementary or first year's course. For the second year's course two rooms are required, one fitted up for freehand drawing from objects, and specially lighted for that purpose, and a second for instrumental work.

WALTER SMITH.

[C.]

DIARY OF STUDIES.

FOR SECOND YEAR'S COURSE. DIPLOMA B.

Form, Color, and Industrial Design.

| <i>Day.</i> | <i>Hours.</i> | <i>Subjects of Instruction.</i> | <i>Lecturer and Instructor.</i> |
|-------------|---------------------------|--|---------------------------------|
| Tuesday, | 9 A. M. to 2 P. M. . . . | Painting and Designing, . . . | Mr. G. H. BARTLETT. |
| | 3 P. M. to 5 P. M. . . . | " " " . . . | Miss MARY CARTER. |
| Thursday, | 9 A. M. to 2 P. M. . . . | " " " . . . | Mr. G. H. BARTLETT. |
| | 3 P. M. to 4½ P. M. . . . | " " " . . . | Miss MARY CARTER. |
| | 4½ P. M. to 6 P. M. . . . | Lecture: Historic Art and Applied Design, | Prof. W. SMITH. |

PAINTING.

List of Diploma-Drawings. Section B.

[To be done during the course of study, and handed in for permission to be examined.]

Painting in Water-Colors.

- *1. Flower and foliage, from nature, without background.
- *2. Fruit, and still-life, from nature, with background.
3. Landscape Painting, from an approved example.
- *4. Landscape Painting, to include a building, from nature.
5. Study of draped human figure, from nature.
6. Bones, muscles, and monochrome study of antique figure, from cast. [Three Drawings.]

Painting in Tempera.

1. Study of ornament, or arabesque, in color.
- *2. Design for wall, or ceiling decoration.
3. Antique figure, in monochrome, from bas-relief.

Painting in Oil.

- *1. Study in monochrome, from cast, of human figure.
- *2. Study of a head, from nature, life-size.
3. Landscape, from an approved example.
- †4. Study of a head, from an approved example.
- *5. Group, as a study of composition and color, to include metal, glass, and drapery.
6. Study of drapery, from an arranged subject.

* Until the school is provided with a Painting Room, properly lighted, and examples for advanced study, only those works marked with the asterisk can be executed in the school; therefore those only will be required from the student.

† In oil painting, exercises 2 or 4 may be chosen.

INDUSTRIAL DESIGN.

1. Design for a sculptured ornament, in stone or marble.
2. " " a work in cast iron,—as a grate, railing, etc.
3. " " a piece of furniture in wood, enriched by carving.
4. " " an encaustic tile.
5. " " a gas-bracket, or gaselier, in brass or bronze.
6. " " a porcelain breakfast or dinner service,—plate, cup and saucer, ewer, and cream-pitcher.
7. " " a cotton print, for a dress.
8. " " an oil-cloth, carpet, or drugget.
9. " " a damask table-cloth, or window curtain.
10. " " a lace curtain.
11. " " an ice pitcher, in silver, engraved.
12. " " a glass goblet.
13. " " a fan, worked in color, on white satin.
14. " " a book cover, stamped in leather.
15. " " a diploma for the Normal Art-School.
16. " " a paper hanging.
17. " " a frescoed ceiling, and wall-panels.

The student is to produce five designs, selected from the above list.

One manufactured article made from the student's design, and used for industrial purposes, will be required from each student. Any branch of industry may be selected for this application of design, and the work will be accepted or rejected on consideration of the merits of the design only, not for its technical merits or defects of manufacture. Accepted works will be retained, to form a record of the direct influence of the school on industrial art.

EXAMINATION FOR DIPLOMA.

Practical.

1. Time-sketch in oil, of a group, objects and still-life, 4 hours.
2. " " " water-colors, of a head from living model, 2 hrs.
3. " " " tempera, of a cast of ornament, 2 hours.

Theory.

4. Paper on the harmony of color, illustrated by sketches, 1 hour.
5. Paper on the origin and chemistry of colors, 1 hour.
6. Paper on the technical terms used in painting, 1 hour.

7. Paper on the application of ornament to industrial purposes, 2 hours.
8. Paper on the principles and styles of the Historic Schools of Painting, 2 hours.
9. Drawing of the bones and muscles of an antique figure, in pencil, to fill an outline given to the student, 4 hours.
10. Paper on the History of Ornament, all periods and styles, 2 hrs.
11. Paper on structural botany, and illustrations of technical terms, 2 hours.
12. Principles of design, applied to clay, woodwork (constructional and sculptured), metal work (cast and wrought), stone, surface decoration (walls, ceilings, floors), fabrics (printed, woven, dyed), 4 hours.
13. Description of lithography, wood engraving, etching, steel engraving, porcelain painting, lace making by hand and machine, reproduction of the round in plaster, metals, and terra-cotta, chasing and embossing, fresco painting, mosaic work in glass and stone, inlays, glass staining and painting, encaustic tile, stenciling, Palissy ware, Majolica, Della Robbia ware, Wedgwood ware, 4 hours.

REPORT OF THE BOARD OF EXAMINERS

APPOINTED BY THE

STATE BOARD OF EDUCATION

TO EXAMINE

THE DRAWINGS FROM THE FREE INDUSTRIAL CLASSES, EXHIBITED
AT HORTICULTURAL HALL, BOSTON,
JUNE, 1874.

R E P O R T .

To the Chairman of the Exhibition Committee of the State Board of Education :—

DEAR SIR,—The duty of examining the drawings sent to the third annual exhibition from cities and towns in the State having been entrusted to us by the Board of Education, we have examined the same, and have the honor to submit the following Report. It contains the result of our observations, a few suggestions for the future, and a list of the awards of distinction conferred.

In our Report for 1872, we ascribed the decided superiority of the Boston schools to the greater number of good models at their command; and in that of 1873, pointed out that where such had been supplied, progress was manifest. We now find that, although Boston has continued to make decided advance, the distance between her schools and those of certain other towns where models have been supplied, is lessened, showing that we were right in saying that the key to the whole question of advance is simply this: Will you or will you not spend a little money in purchasing flat examples, solid models and casts? If not, all other effort is wasted, for the best of teachers can do nothing unless proper materials are given him to work with.

The whole character of the Exhibition from Worcester was vastly varied this year by the supply of good models to the pupils. Instead of only six honorable mentions and two excellents, she received nine excellents and two honorable mentions.

Lowell, on the contrary, while maintaining her ground in mechanical drawing and building construction, has fallen off in two particulars, namely, freehand and design, applied to manufacture. Her neglect of this latter subject, which especially belongs to her as a chief centre of industry, is to us a matter of regret, and we can hardly understand her indifference to what so vitally concerns her interests.

Last year she sent a number of designs for wall-paper, carpets and cottons, which favorably compared with those exhibited by Mr. Kastner's class at the Institute of Technology.

This year she seems to have abandoned the field altogether, instead of taking up the study with more vigor than before. May we not venture to express the hope that another year she will send us, not only a number of industrial designs, but also some sheets of botanical analysis, and of historical ornament, in both of which branches of study, as bearing upon design, she will find profit and reputation?

A card, which explained the nature and objects of the course pursued in the instrumental section of the Lowell display, very admirably expressed what should be sought for in a course of industrial drawing for mechanical pursuits. It was a clear and forcible statement of the need that all workmen should be skilled workmen, of the ways in which a knowledge of drawing will assist the mechanic, and the means adopted in the course to secure the greatest help to him from his studies.

What was theoretically expressed in this statement, was practically worked out in the examples of study displayed, and we desire to speak in the highest terms of the spirit which organized the basis of the instruction, and the practical way in which it was carried out, as evidenced by the drawings of the students.

In some other towns we have observed a decided advance upon last year, as for instance at Taunton, which, without any diminution in the quantity of drawings exhibited, displayed much greater variety of subjects. Newton also made a very good display of work, and received three awards of excellent for three drawings from casts, which compared most favorably with drawings of the same class from the Boston evening schools. In this connection, we would also mention the work of the Newton Public Schools, consisting chiefly of original designs, which were quite up to the standard of the best Boston schools. These drawings were sent in compliance with a suggestion made in our Report of last year, that day, as well as evening state schools, should be in future represented at the annual exhibition.

The city of Lawrence, also, responded to this call, and we trust that the example which has thus been set, will be extensively followed next year. Lynn, Fall River, Springfield and Gloucester, all contributed their part to the Exhibition, showing by the drawings exhibited, that a paucity of models alone keeps them from catching up with other towns which

enjoy superior advantages equally attainable by all. Together with the free Boston Evening Schools, the whole number of schools represented at the Exhibition is sixteen,—that is to say, if we count two for Newton, day and evening, as for Lawrence. Haverhill, Fitchburg and Northampton, which took part in last year's exhibition, did not appear at all in this of 1874. Salem and New Bedford were still absent from the list of exhibiting towns; but Springfield entered the list with a number of instrumental drawings, and received one award of excellent and one honorable mention. There are still cities or towns in the State which have not complied with the provisions of the law, requiring every town or city of 10,000 inhabitants to support free evening drawing-schools. Among them we regret to find the name of Cambridge, which, as the seat of the University, where drawing has at last been admitted as an elective study, might well take the lead among the towns of Massachusetts, in giving her citizens proper and legally enjoined advantages. So long as she neglects to do so, her artisans and mechanics are either obliged to go without the instruction which they need, or to pay for tuition in the Boston Evening Schools, which are very properly free only to persons residing within the city limits.

The Boston free evening drawing-classes, which made an excellent exhibit last year, have this year done even better work.

Here the field has been increased in two directions: namely, by cast-drawing for large examples, and original design.

Two of the drawings from casts were especially noticeable, and some of the original designs were really excellent.

The Tennyson-street School exhibited a large number of architectural, isometrical and mechanical drawings, giving evidence of careful teaching and excellent capacity. The same may be said of the work of the ship-draughting class, which did great credit to its able instructor. Two solid models of hull sections, beautifully constructed, were exhibited, together with drawings of the same. The South-street Evening School surpassed its last year's exhibit in instrumental and architectural drawing. The Dorchester Evening School sent from its two classes a large number of mechanical and freehand drawings of good quality.

Lastly, we may here speak of the large display made by the South Boston School, which received sixteen honorable mentions and five excellents, a fact which is in itself a sufficient comment upon the character of the work sent. As included in the schools exhibiting at Horticultural Hall, we may here mention the Lowell Free School of industrial design, established at the Institute of Technology, which, as last year, so this year contributes a large number of drawings in color, being either original designs, or copies, of muslins, cashmeres, carpets, paper-hangings and oil-cloths. It must be not a little gratifying to the persons who have established this school, and to the designer who teaches it, to find that some of the best pupils have already found appointments as designers in industrial establishments, at good salaries. The capacity for such work which is evinced by the pupils of this school, and which shows itself so plainly in the work of the children in the Public Schools, form the best ground for belief that time only is wanting to enable us to emancipate ourselves from foreign help, through the development of a national school of design. Owing to the limited space at Horticultural Hall, a separate exhibition of drawings from the architectural class of the Institute of Technology, and from the State Normal Art-Training School, was held at the Boston Art-Club, Boylston Street.

The exhibition of architectural drawings from the Institute of Technology comprised nearly the whole year's work of seven young men,—four in their first year and three in their second,—with selections from the work of ten or twelve others.

The complete series exhibited the character of the work done during the two years' course. The first year's work begins with pencil-drawings of the five orders, which are drawn by rule and from memory; exercises in copying drawings shaded in line and also with India ink and color, going on at the same time. As soon as sufficient proficiency is gained in their elementary knowledge and skill, the students are set to designing, and the series of ten drawings of original designs exhibited composed the substance of the year's work.

The work of the second year's class embraced more difficult problems of the same general character, and involving the study of details, along with which were a number of time-

sketches in pencil, of the subjects given out as serious work to the other class.

The chief interest of the exhibition lay in this, that it illustrated opportunities of gaining instruction which every student of architecture needs, but which it is impossible to gain in offices.

Specimens of the work in stereotomy and in details of construction, proved that scientific and practical had their place at the side of these artistic studies.

The character of the work in both classes was decidedly in advance of that shown last year.

It is a pleasure to note the great improvement in the department of mechanical drawing.

The variety of subjects selected and the manner of treating them indicate that the classes are not only taught the methods of accurately representing objects, but are also being familiarized with best modern practice of the workshop. The necessity of a knowledge of geometrical drawing is here manifest.

Those, only, who have a correct knowledge of geometrical forms and combinations can advance beyond the drawing of simple details, and arrange and combine parts to produce the working machine.

The drawings of the class in marine architecture attracted, as they justly deserved, very marked attention, and the models made from the drawings furnished gratifying evidence of the thoroughness with which the subject is pursued.

The diploma-drawings made by the pupils of the State Normal Art-Training School exhibited at the Art-Club, formed a collection of the greatest interest, and were a gratifying sign of real progress in that vital matter upon which the future status of Massachusetts as an industrial State depends; namely, the thorough education of teachers. The opening of this school last October, was the great event of 1873 to all here interested in art-education, and the result achieved is of such a character as to gratify and surprise the most sanguine of its founders and promoters.

Perhaps the most hopeful feature of the Normal Art-School display, was the absence of effort to imitate the art-educational modes of any other country. A school which is not a year old, and which begins with pupils without training (even if with

some experience and self-culture), must, if it be in a healthy condition, show aspiration after a good style, rather than the attainment of it. Upon the direct and close imitation of either French, English or German methods, more presently-pleasing results might have been attained, but at the sacrifice of much originality; and in the very want of pronounced character in any known style of work which is observable in the drawings, is the promise of future originality. The studies in light and shade betrayed, what is otherwise publicly known, the absence of a proper light in the class-rooms of the school, in which objects could be placed, and we recognize that much unsatisfactory work may be thus explained.

At the same time that we regard the work of the school as not the best possible, it is clearly the best attainable under the circumstances; the excellence of much work being absolute, whilst the rest was only relatively good. The complete sets of diploma-drawings exhibited, displayed one feature distinctly; viz., that ample scope is to be given to the ability of each student, and that no teacher will be appointed from the school who is ignorant of any branch of educational drawing.

Considering the object of the school, we recognize that, though it is too soon to predict its development into a school of fine art, it certainly promises to achieve the thoroughness in elementary drawing for which it was established.

It is gratifying to note that some, if not all, of the special measures recommended in our Report of last year have been attended to, and with good results. Most of them have been already noticed. We have only to recommend that towns which have not adopted them should do so without delay, as encouraged by the advance made by those which have done so, we cannot doubt that they will be more inclined to do. The State Normal Art-School will every year furnish a supply of well-trained teachers, and if they are supplied with the requisite materials for study wheresoever they are called upon to labor, there is no doubt that the native capacity now proved to exist in the people of this State will be developed to a surprising degree.

The following table exhibits the number of drawings exhibited, and the awards made :—

Report of the State Board of Examiners, on the Third Exhibition of Works from the Free Industrial Drawing Classes of the State of Massachusetts.

| CLASSES. | Total Drawings Exhibited. | Freehand. | Instrumental. | Honorable mention. | Excellent. |
|---|---------------------------|-----------|---------------|--------------------|------------|
| Boston—Starr King Classes, | 224 | — | 224 | 16 | 6 |
| “ Appleton-Street Classes, | 124 | 124 | — | 12 | 6 |
| “ South-Street Classes, | 76 | — | 76 | 4 | 3 |
| “ Dorchester Classes, | 36 | 24 | 12 | 7 | 3 |
| “ Charlestown Classes, | 16 | 8 | 8 | 1 | — |
| “ Institute of Technology, Lowell Course of Design, | 150 | 150 | — | * | * |
| “ Institute of Technology Architectural Class, | 180 | — | 180 | * | * |
| “ South Boston School of Art, . . . | 80 | 38 | 44 | 16 | 5 |
| Lowell, | 196 | 44 | 152 | 8 | 2 |
| Taunton, | 70 | 28 | 42 | 9 | 4 |
| Worcester, | 45 | 19 | 26 | 2 | 9 |
| Lynn, | 35 | 13 | 22 | 4 | — |
| Springfield, | 30 | — | 30 | 1 | 1 |
| Lawrence, | 30 | — | 30 | 4 | 1 |
| Lawrence High School, | 41 | 41 | — | 3 | — |
| Newton, | 25 | 15 | 10 | 1 | 3 |
| Newton Public Schools, | 121 | 121† | — | — | 1 |
| Gloucester, | 20 | 16 | 4 | 2 | 1 |
| Fall River, | 17 | 10 | 7 | 1 | — |
| Chelsea, | 10 | 8 | 2 | 2 | — |
| Total, | 1,537 | 666 | 871 | 109 | 45 |

* Not subject to awards.

† For the full display.

Comparison of Awards to Students, made by the State Board of Examiners at the three Exhibitions of Drawings in Boston, during the years 1872, 1873 and 1874.

| | TOTAL DRAWINGS EXHIBITED. | | | FREEHAND. | | | INSTRUMENTAL. | | | HONORABLE MENTION. | | | EXCELLENT. | | |
|----------------------------|---------------------------|-------|-------|-----------|-------|-------|---------------|-------|-------|--------------------|-------|-------|------------|-------|-------|
| | 1872. | 1873. | 1874. | 1872. | 1873. | 1874. | 1872. | 1873. | 1874. | 1872. | 1873. | 1874. | 1872. | 1873. | 1874. |
| | | | | | | | | | | | | | | | |
| 1. Boston, | 282 | 680 | 897 | 101 | 325 | 351 | 181 | 355 | 546 | 40 | 58 | 63 | 10 | 19 | 23 |
| 2. Worcester, | 80 | 160 | 45 | 57 | 63 | 19 | 23 | 97 | 26 | 11 | 8 | 2 | 1 | 6 | 9 |
| 3. Lowell, | 70 | 101 | 196 | 52 | 34 | 44 | 18 | 67 | 152 | 6 | 6 | 8 | 3 | 3 | 2 |
| 4. Taunton, | 79 | 86 | 70 | - | 30 | 28 | 79 | 56 | 42 | 14 | 15 | 9 | 5 | 1 | 4 |
| 5. Chelsea, | - | 26 | 10 | - | 21 | 8 | - | 5 | 2 | - | 4 | 2 | - | - | - |
| 6. Newburyport, | - | 39 | - | - | 30 | - | - | 9 | - | - | 1 | - | - | - | - |
| 7. Haverhill, | 8 | 25 | - | - | - | - | 8 | 25 | - | 2 | 5 | - | - | - | - |
| 8. Lawrence, | 13 | 20 | 30 | 1 | - | - | 12 | 20 | 30 | 4 | 4 | 4 | 1 | 1 | 1 |
| 9. Newton, | - | - | 41 | - | - | 41 | - | - | - | - | - | 3 | - | - | 3 |
| 10. Fall River, | 20 | 24 | 25 | - | 17 | 15 | 20 | 7 | 10 | 1 | 7 | 1 | - | - | 1 |
| 11. Northampton, | - | - | 121 | - | - | 121 | - | - | - | - | - | - | - | - | - |
| 12. Lynn, | 8 | 19 | 17 | - | 8 | 10 | - | 13 | 7 | - | 1 | 1 | - | - | - |
| 13. New Bedford, | 8 | 8 | 35 | 3 | 1 | 13 | 8 | 19 | - | 2 | 3 | 4 | 1 | 2 | - |
| 14. Springfield, | 24 | - | - | - | - | - | 24 | - | - | 4 | 1 | - | 2 | - | - |
| 15. Gloucester, | 20 | - | 30 | 1 | - | - | 19 | - | - | 3 | - | 1 | 2 | - | 1 |
| Total, | 612 | 1,209 | 1,537 | 215 | 529 | 666 | 397 | 680 | 871 | 90 | 113 | 100 | 27 | 30 | 45 |

BOSTON.

Starr King Classes.

| | | | |
|-----------------------|------------|----------------------|------------------------|
| J. W. Burnham, . . . | Original. | Excellent. | Ship-draughting. |
| O. P. Currier, . . . | do. | do. | do. |
| A. S. Greene, . . . | do. | do. | do. |
| A. Law, . . . | Flat Copy. | do. | Mechanical. |
| E. Dewson, . . . | Original. | Excellent (for set). | Architectural. |
| A. E. Downs, . . . | Flat Copy. | do. | Mechanical. |
| C. H. McDonald, . . . | do. | Honorable mention. | do. |
| E. L. Foucar, . . . | do. | do. | do. |
| G. C. Paine, . . . | do. | do. | do. |
| A. Law, . . . | do. | do. | do. |
| C. H. McDonald, . . . | do. | do. | do. |
| W. O. Connell, . . . | do. | do. | do. |
| G. C. Paine, . . . | do. | do. | do. |
| J. E. Loobey, . . . | Object. | do. | do. |
| C. H. Bogan, . . . | Original. | do. | Ship-draughting. |
| H. B. Frisbee, . . . | do. | do. | do. |
| H. H. Kendall, . . . | Flat Copy. | Honorable mention.* | Architectural. |
| A. Gillis, . . . | Original. | do.* | do. |
| A. A. Glines, . . . | do. | do.* | do. |
| Cora M. Howes, . . . | do. | Honorable mention.† | do. |
| G. B. Woodward, . . . | do. | do.* | do. |
| A. Aaberstroh, . . . | do. | do.* | Projection of shadows. |

* For set.

† For the plans only.

Evening High School, South Street.

| | | | |
|-----------------------|------------|--------------------|----------------|
| G. K. Wayne, . . . | Flat Copy. | Excellent. | Mechanical. |
| W. Carstein, . . . | do. | do. | do. |
| H. M. Perry, . . . | do. | do. | do. |
| C. R. Campbell, . . . | do. | Honorable mention. | do. |
| M. F. Mulligan, . . . | do. | do. | do. |
| J. Haynes, . . . | do. | do. | do. |
| A. M. Moody, . . . | Original. | do. | Architectural. |

Appleton-Street Classes.

| | | | |
|------------------------|------------|--------------------|-----------|
| C. Schnruff, . . . | Object. | Excellent. | Freehand. |
| E. Lippold, . . . | do. | do. | do. |
| A. Lehnhardt, . . . | do. | do. | do. |
| J. N. Marble, . . . | do. | do. | do. |
| N. Levin, . . . | do. | do. | do. |
| C. Roos, . . . | Original. | do. | do. |
| C. Roos, . . . | Object. | Honorable mention. | do. |
| C. Schnruff, . . . | do. | do. | do. |
| E. Dewson, . . . | do. | do. | do. |
| J. N. Marble, . . . | do. | do. | do. |
| C. Roos, . . . | do. | do. | do. |
| L. W. Miller, . . . | do. | do. | do. |
| J. J. Sullivan, . . . | Flat Copy. | do. | do. |
| B. T. Thulstrup, . . . | do. | do. | do. |
| J. M. Reid, . . . | do. | do. | do. |
| A. Haberstroh, . . . | do. | do. | do. |
| A. Haberstroh, . . . | Original. | do. | do. |
| L. W. Miller, . . . | do. | do. | do. |
| L. W. Miller, . . . | Flat Copy. | do. | do. |
| B. T. Thulstrup, . . . | do. | do. | do. |

Appleton-Street Classes—Concluded.

| | | | |
|--------------------------|------------|--------------------|-----------|
| H. Claussen, . . . | Object. | Honorable mention. | Freehand. |
| H. Claussen, . . . | do. | do. | do. |
| J. F. Souther, . . . | Flat Copy. | do. | do. |
| Geo. N. Livermore, . . . | do. | do. | do. |
| F. Hammond, . . . | do. | do. | do. |

Dorchester Evening Classes.

| | | | |
|------------------------|------------|--------------------|-------------|
| H. Gay, . . . | Object. | Excellent. | Freehand. |
| C. L. Adams, . . . | Flat Copy. | do. | Mechanical. |
| C. L. Adams, . . . | do. | do. | do. |
| W. B. Albright, . . . | do. | Honorable mention. | do. |
| L. M. Brown, . . . | do. | do. | do. |
| John Edwards, . . . | Original. | do. | do. |
| E. B. Clapp, . . . | Flat Copy. | do. | Freehand. |
| E. B. Clapp, . . . | Object. | do. | do. |
| G. H. Moulton, . . . | do. | do. | do. |
| Florence Holmes, . . . | do. | do. | do. |

Charlestown Evening Classes.

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| H. E. Ramsey, . . . | Object. | Honorable mention. | Freehand. |
|---------------------|---------|--------------------|-----------|

South Boston School of Art.

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|-------------------------|-------------|---------------------|----------------|
| G. L. Lavery, . . . | Flat Copy. | Excellent. | Mechanical. |
| J. F. Brown, . . . | do. | do. | do. |
| A. B. Curtis, . . . | Original. | do. | do. |
| A. B. Curtis, . . . | do. | do. | do. |
| G. W. Bennett, . . . | Blackboard. | do. | do. |
| G. W. Bennett, . . . | do. | Honorable mention. | do. |
| W. C. Spaulding, . . . | do. | do. | do. |
| J. E. Schofield, . . . | do. | do. | do. |
| T. J. Silsby, . . . | Flat Copy. | do. | do. |
| T. J. Silsby, . . . | do. | do. | do. |
| J. Morrison, . . . | do. | do. | do. |
| G. H. Hodgkins, . . . | do. | do. | do. |
| D. L. Reardon, . . . | do. | do. | do. |
| J. J. Halcy, . . . | Original. | Honorable mention.* | Architectural. |
| Rosa Nicholson, . . . | do. | do. | Freehand. |
| Nora Hickson, . . . | do. | do. | do. |
| Mrs. Scattergood, . . . | Object. | do. | do. |
| E. H. Clapp, . . . | do. | do. | do. |
| C. Duncan, . . . | Flat Copy. | do. | do. |
| W. E. Mellan, . . . | Object. | do. | do. |
| — Shales, . . . | Flat Copy. | do. | do. |

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| C. W. L. Eastman, . . . | Diagram. | { | Excellent, for set of 8 drawings. | { | Advanced mechanical. |
| L. E. Farnham, . . . | do. | { | Excellent, for set of 8 drawings. | { | do. architectural. |
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| Geo. D. Corey, . . . | do. | { | Do. for set of 25 lessons. | { | do. do. |
| J. Van Tassel, . . . | do. | { | Do. for set of 3 lessons. | { | Advanced do. |
| H. J. Leavitt, . . . | Flat copy. | { | Honorable mention. | { | Freehand, shades and shadows. |
| Laura F. Howe, . . . | do. | { | Honorable mention. | { | Freehand outline. |
| J. A. Hill, . . . | do. | { | do. do. | { | do. |
| M. C. R. Swan, . . . | do. | { | do. do. | { | do. |
| S. M. Chase, . . . | Object. | { | do. do. | { | Freehand, shades and shadows. |

TAUNTON.

| | | | |
|----------------------|---------------|--------------------|----------------|
| Abner Coleman, . . . | Object. | Excellent. | Mechanical. |
| W. S. Sprague, . . . | Blackboard. | do. | do. |
| C. H. Alden, . . . | Object. | do. | Architectural. |
| Emma West, . . . | Flat copy. | do. | Freehand. |
| W. Park, . . . | Object. | Honorable mention. | do. |
| E. L. West, . . . | Flat copy. | do. do. | do. |
| Florence Kent, . . . | do. | do. do. | do. |
| C. Harmon, . . . | Blackboard. { | do. for 2 { | Architectural. |
| N. Rand, Jr., . . . | do. { | drawings. { | do. |
| G. F. Johnson, . . . | do. | do. do. | Mechanical. |
| G. Chace, . . . | do. | do. do. | do. |
| G. Chace, . . . | do. | do. do. | do. |
| J. Korigan, . . . | Flat copy. | do. do. | do. |

LYNN.

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| C. W. Galloupe, . . . | Blackboard. | Honorable mention. | Freehand. |
| A. J. Richardson, . . . | Flat copy. | do. do. | do. |
| Otis Luscomb, . . . | do. | do. do. | do. |
| W. T. Oliver, . . . | Blackboard. | do. do. | do. |

LAWRENCE.

| | | | |
|------------------------|-------------|--------------------|-------------|
| Frank Smith, . . . | Blackboard. | Excellent. | Mechanical. |
| A. Howe, . . . | do. | Honorable mention. | do. |
| J. W. Salisbury, . . . | Object. | do. do. | do. |
| G. F. Salisbury, . . . | Flat copy. | do. do. | do. |
| G. F. Salisbury, . . . | do. | do. do. | do. |

Lawrence Public Schools.

| | | | |
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| L. E. Palmer, . . . | Flat copy. | Honorable mention. | Freehand. |
| W. T. Thaxter, . . . | Object. | do. do. | do. |
| P. W. L., . . . | Flat copy. | do. do. | do. |

WORCESTER.

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| Edwin Whitney, . . . | Object. | Excellent. | Mechanical. |
| Edwin Whitney, . . . | do. | do. | do. |
| — Daniels, . . . | do. | do. | do. |
| G. H. Scott, . . . | Original. | do. | do. |
| G. H. Coates, . . . | Blackboard. | do. | do. |
| F. M. Clark, . . . | Original. | Honorable mention. | do. |
| C. E. Staples, . . . | Flat copy. | do. do. | do. |
| S. D. Barret, . . . | Object. | Excellent. | Freehand. |
| Miss M. E. Bothwell, . . . | do. | do. | do. |
| Mary A. Phipps, . . . | do. | do. | do. |
| Charles H. Burleigh, . . . | do. | do. | do. |

NEWTON.

| | | | |
|---------------------|------------|--------------------|----------------|
| L. E. Binney, . . . | Object. | Excellent. | Freehand. |
| Ernst Waters, . . . | do. | do. | do. |
| Ernst Waters, . . . | do. | do. | do. |
| H. Paseler, . . . | Flat copy. | Honorable mention. | Architectural. |

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One hundred and twenty-one drawings, Excellent for the full display.

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| Geo. W. Harvey, . . . | do. | Honorable mention. | do. |
| E. K. Burnham, . . . | do. | do. do. | do. |

CHELSEA.

| | | | |
|--------------------|------------|--------------------|-----------|
| Mary J. Roy, . . . | Flat copy. | Honorable mention. | Freehand. |
| Mary J. Roy, . . . | do. | do. do. | do. |

FALL RIVER.

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|----------------------------|------------|--------------------|-----------|
| Albert Winslow, Jr., . . . | Flat copy. | Honorable mention. | Freehand. |
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SPRINGFIELD.

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|------------------------|------------|--------------------|-------------|
| T. P. Hatch, . . . | Flat copy. | Honorable mention. | Mechanical. |
| C. Higginbottom, . . . | Object. | Excellent. | do. |

C. C. PERKINS,
WM. R. WARE,
C. D. BRAY,
WALTER SMITH,
State Board of Examiners.

SPECIAL AGENT'S REPORT.



REPORT.

Gentlemen of the Board of Education:—

During the past year, I have visited 391 schools in 74 towns and cities. I have observed the methods of teaching and management, and in nearly all have taught one or more topics, and made suggestions and brief addresses. Exclusive of the exercises in the eight Teachers' Institutes attended in the autumn, I have given fifty-seven lectures on educational topics to teachers and to people. In my visits to the schools, I have generally been accompanied, as heretofore, by the school committee or by the superintendent of schools. I take great pleasure in acknowledging, in this connection, the uniform courtesy extended to me by school officers, teachers, children, and by all with whom I have been associated. The general interest manifested leads me to hope that my labors serve to encourage and stimulate to greater activity those engaged in the work of education.

I am happy to note, as a sign of progress in public sentiment, the approval by committees and people of rational methods of teaching. This is shown by the demand for good teachers, and the effort to retain those who have proved themselves competent to teach. It is shown in the increased attention bestowed, especially in the larger places, upon the arrangement of courses of study, in all of which more time is given to object-teaching and illustrations, and to general exercises. In many towns, evening schools are established, and meetings of teachers are held regularly. Provision is made for the attendance of teachers upon Teachers' Institutes, and upon the State and County Associations; and teachers gladly avail themselves of the privileges thus offered.

The required study of drawing, so long neglected, is coming to be recognized as a useful and necessary branch of education, and is receiving considerable attention in many of the schools. Evening classes of adults for the practice of mechanical drawing have been started this year for the first time, in some of the larger manufacturing places. Those which have come under my observation, as those at Adams and Holyoke, are well attended and give assurance of great usefulness. The students in these classes, embrace operatives, book-keepers and overseers in the mills, tradesmen, and mechanics of all trades. This branch of education is greatly indebted to Mr. Walter Smith, State Director of Art-Education, whose skill in delineation, and not less in statement, encourages the most timid to take the first step—the step which costs—in teaching this new art.

Another sign of progress, and a very hopeful one, is the relaxing of the hold upon the district system, which seems to have been particularly firm in some portions of this section of the State. It would now be easy, I think, to obtain the signatures of the most influential citizens in nearly all the towns at present under this system, for its immediate abolition. The school committees would be a unit in this direction. Instead of awaiting the slow, but inevitable process of sloughing off, will they not make and circulate petitions for the removal altogether, and at once, of this excrescence upon the school system? In several instances, the district system has been abolished since my previous visit. One result which uniformly follows the abolition, is better school-houses. In many places the necessity for better houses is forcing abolition upon the town. The sooner the towns make a virtue of this necessity, the better for all concerned. With the abolition of the districts, wise counsels should prevail as to the grading of the schools; as to the locating, heating, lighting and ventilation of houses, building or remodelling; as to the several acts relating to uniting districts with those of adjoining towns; to conveying to school children living at great distances; to uniting several towns under one supervision, etc., etc.

It would be agreeable to say much more in commendation of the schools. Justice demands that I should testify to the faithfulness of the teachers in general, and I might specify important particulars in which very many of the schools are

eminently successful, and particular schools which are models of excellence, but the brevity of this Report forbids farther details; and I pass to notice a few of the needs of the schools, such as result mainly from the want of the most enlightened public sentiment. I will specify first the need of a more efficient supervision. In some instances, the towns grudgingly pay the pittance charged for the altogether too-infrequent visits of the committee to the schools; and in many, the task of superintending the schools has come to be so thankless, that those best fitted for the duties refuse to accept the office of school committee. Unquestionably, the worst possible form of supervision is that which results from the district system, where the selection of the teachers is left to a prudential committee, and the oversight of their work, perhaps, to a sub-committee of the general committee to whom are assigned the schools of a particular section of the town. The best results are secured by placing the inspection and direction of the schools in the hands of a single person, competent and able to devote himself to giving advice in all matters pertaining to the teaching and general management of the schools, he acting under the full committee as an advisory and authoritative board. This plan is virtually adopted in most of the larger places and in many of the smaller ones, and uniformly with most satisfactory results. An important duty devolved upon the school committee by statute, is that of assisting the teacher in the organization of the school. This includes the preparation of a course of study and the arrangement of the classes. It would seem, also, to imply that previous to entering upon the duties of the school, the teachers should be definitely advised as to the particular work to be accomplished, according to the plan of the committee. Another duty of the committee is to prescribe text-books to be used, and to see that none others be introduced into the schools. Is it less a duty to see that all the pupils are furnished with books, and especially with slate and pencil, at the opening session of the school? The children are frequently many days without books, and even an entire term; in many instances without slate and pencil. However watchful the teacher may be, no ingenuity can keep idle hands out of mischief. The slate and pencil are indispensable for every school-child, and delinquency here should be anticipated by the school committee, and

provided for at the start. Another duty which devolves upon the school committee, is to provide the schools with suitable apparatus and reference-books, and all needed appliances for carrying on the work of the schools. With rare exceptions, the schools are perfectly barren of every means of illustration, except, indeed, the blackboard and crayon, and these are frequently nothing of what they ought to be, and everything that they ought not to be. The boards are both short and narrow; they are rough or glazed and greasy; their surface is soft and gummy, or worn with age; they hang dangling from nails with straps or strings; the good name they bear is often a misnomer; and the crayon is yet too often a large, shapeless lump of flinty chalk, and occasionally there is none even of that. It is provided by statute that the school committee may expend twenty-five per cent. of the town's share of the income of the school fund for the purchase of apparatus and books of reference. If this duty were faithfully discharged for three years, and if the judicious use of such purchases were secured in the schools, their efficiency would be increased full twenty-five per cent. The bare mention of these several duties, and they are but a part of what is required of the school-committee man, will serve to show how largely the success of the schools depends upon him, and the necessity of bestowing the office with pretty full power upon one well qualified for the duties, and suitably compensating and otherwise supporting him in their discharge.

From a misapprehension of the ends to be accomplished by the schools, many persons are employed to teach who have neither zeal nor fitness for their calling; and even well-qualified teachers are sometimes compelled to pursue traditional and often irrational methods in the schools. In very many, the whole time is spent in brief recitations of mere words, and where something more is attempted than committing to memory meaningless expressions, the facts learned are so disassociated as to be of little or no use to the learner. The pages of arithmetics, geographies and grammars are committed to memory, but the knowledge of *arithmetic*, *geography* and *grammar* is not acquired. This results from classifying the schools wholly upon the pages passed over in the text-books, and frequently requires half as many classes in a single branch as there are pupils, and in all the branches recitations of eight or ten minutes throughout

the day. Whereas, if the classification were made according to the knowledge actually possessed by the pupils, or upon what is really the proper basis,—the development of the mind,—the classes might be reduced to a very small number, and the schools be made to assist nature, in aid of which alone they can in justice be maintained.

The aphorism, "Teach but one thing at a time," is quite too literally applied in the schools generally ; thus, mental and written arithmetic, as at present pursued, are distinct studies, and not only require separate text-books, but the slate and pencil are not allowed as an aid in the one, whilst the mental process is equally ignored in the other. Now, the mental process and the written expression are naturally associated, the latter being the sign, the former the thing signified ; hence they should be taught together, the one for the sake of the other. So in the study of language ; reading, composition, and grammatical analysis, which are mutually dependent, are frequently taught as independently as if one were a branch of physics, one of metaphysics, the other of mathematics. So, again, in the study of geography : it is a study of petty details, of particular rivers or mountains, seldom of systems. A great element of beauty in this study is the relations which exist in the different features of the earth, as between river and mountain systems ; between towns and river navigation or railroad routes ; between bays and harbors and commercial cities ; between climates and peoples, soils and industries ; between the directions and elevations of land, masses and productions ;—without these relations the study of geography is as empty of all mental aliment as the wind. By thus clothing these skeleton forms of the school-room with their relations of beauty, by thus associating things which have a natural dependence in the branches taught, they come to be a true means of education. And, again, in learning to read ; if, instead of being required to learn the alphabet, then to spell out in the most painful manner the words of the reading lesson, the child should be led to observe the parts and properties of objects, then to make oral expressions of the thought excited, then to write these expressions upon the slate or board, and finally to read these written expressions, the slow and laborious process of learning to read would become an incidental means of developing the powers of observation, memory and imagination, and

the child would at once acquire the habit of expressing his thoughts intelligently, orally and in writing. He would read with expression, and learn the elementary sounds and letters of the language with perfect ease; and with proper objects as the occasion for the exercise of his faculties, he would at the same time become familiar with the elements of the natural sciences, of grammatical analysis, of history, and of many other things. In fine, to secure the best results in the schools as they are, the needs are an enlightened public sentiment, a careful supervision, and knowledge, skill and enthusiasm in the teachers. I esteem it a privilege to have been permitted to labor for the promotion of these means.

Having previously become pretty well acquainted with the methods of teaching in the schools generally, I have thought it advisable, for the past year, more frequently to assemble the teachers and people for illustrative exercises and addresses, even if less of my time was spent in the schools. This seems to me to be good policy for the future.

GEO. A. WALTON,

Agent for the Western Counties.

WESTFIELD, January 1, 1875.

GENERAL AGENT'S REPORT.

R E P O R T .

Gentlemen of the Board of Education :

The general duties performed by the Agents of the Board are to visit as many towns in the State as they can during the year ; to confer with the school committees on all matters relating to the schools, and by personally visiting a large number of the schools—sometimes all of them—in such towns, to see in what condition they are in respect to school accommodations, methods of instruction, discipline, etc. ; to make brief addresses to the scholars in each school ; to counsel the teachers individually, and frequently to meet them all for a half-day's talk, and close the day with a public educational address to the citizens in some hall or church. Also to arrange for and take an active part in all the Teachers' Institutes, and, when called upon, to attend the public closing examinations of the schools, and to assist in the dedication of school-buildings and at Teachers' Associations. These, and numerous other duties growing out of them, are sufficient to employ all their time and tax their best energies. I have thus visited during the year sixty-two different towns, some of them, by particular request, several times ; have attended eight Institutes, four County Associations, the dedication of several school-buildings, and numerous public examinations at which I have had the opportunity of addressing large numbers of parents on matters pertaining to the schools. That such services are appreciated and are beneficial would appear from the frequent statements, oral and printed, of school committees, and other friends of education. If the number of agents could be increased, and such a number of towns could be assigned to each as could be visited at least twice each year, and they were required, in addition to

present duties, to examine thoroughly each school, and to report results, as is required of government school inspectors in some foreign countries, whose system of school inspection and supervision is greatly in advance of what it is in our country, and as is required of county superintendents in many other States, I think the interests of Public School education in our State would thus be greatly promoted. Mr. Frazer, who was sent to this country by the "Schools Inquiry Commission of England" to examine our school system, in his admirable report, speaks of the want of a better and independent supervision of schools as our great deficiency. The necessity of such a supervision has been recommended several times by this Board and its officers, but has failed to receive that degree of consideration from the legislature which its great importance demands. In this matter of school supervision many other States greatly excel us, and, as a consequence, the schools of several of them are rapidly improving, and assuming a rank that will soon surpass ours unless we profit by their experience.

SCHOOL SUPERVISION IN OTHER STATES.

In twenty-eight of the States there are county or district superintendents, or commissioners, whose duties are essentially the same, though modified in some cases by local circumstances and necessities. In several of these States this kind of supervision has been in operation many years, and, as is claimed, in point of economy and efficiency has proved to be far superior to the old system of superintendence by towns, which it superseded. The state superintendents uniformly bear testimony to the progress made in educational matters wherever this system has been conducted under the most favorable circumstances. In some instances, it is true, the system has been abandoned after having been in operation for a while, but the reasons given are that in such States the superintendents, at least many of them, were not selected for their eminent fitness for the work, but were elected by popular vote as a reward for political services, or as the result of "much electioneering and partyism," "much wire-pulling and pipe-laying," "in some cases the most active party man gaining the office against the

best qualified." The short tenure of office and inadequate compensation for duties so numerous, varied and difficult, are also assigned as reasons why frequently only second or third rate men can be secured for this service, and their incompetency and inefficiency soon bring the office into odium and lead to its abandonment. The most prominent duties of these officials are to visit and examine all the schools within their respective jurisdiction, generally twice each year; to examine and license teachers; to organize and supervise Teachers' Institutes and Associations for the improvement of the teachers in their districts; to give counsel to school officers in regard to the proper construction of school-houses, and in all matters pertaining to their official duties, and in every way to strive to improve the schools committed to their care. Whatever advantages there are in such a system of county superintendency might, perhaps, be secured in our own State by a slight increase of the number of Agents, not by any means to do away with the local supervision of the city and town school committees, but to aid them and to supplement their efforts for the improvement of the schools in such ways as have for many years made the Agency of the Board so generally acceptable to such bodies. With such an increase of the number of Agents, their duties might be modified and enlarged in the manner I have before indicated, and thus meet a want frequently expressed in many parts of the State. As such Agents would be appointed by the Board, the great objections connected with county superintendents elected by popular vote would be obviated.

SCHOOL SUPERVISION IN MASSACHUSETTS BY CITIES AND TOWNS.

The entire interests of the Public Schools are by the statutes of the State vested in the school committees. The supervision of the schools is the most important of their duties. In many towns it is faithfully attended to, with quite good results, by the committee themselves, each member having certain schools assigned to him. Of course, under such circumstances, there can be no uniform standard of excellence by which to judge of all the schools, and one member may, from his stand-point, and limited experience in such matters, think his schools very

excellent, while they are far inferior to others in the same town assigned to a more intelligent and experienced member, who perhaps also can give more time to them. In many other towns this most important duty is greatly neglected, as I know from personal observation, and from the statements of teachers, and frequently of the committees themselves.

The importance and necessity of a better supervision of schools are generally conceded. Sixty-six cities and towns in our State have "superintendents" of their schools. In some small towns having few schools which, in many instances, are kept but little longer than the minimum time required by the statute, viz., six months, or one hundred and twenty days, only a small portion of one's time is required for supervision, and the compensation for this service is very small. Often some member of the committee is appointed for this work, and receives all the compensation which the whole board might claim, but very frequently an outsider is chosen. Some towns, as Brookline, Woburn, Northampton, and a few others, employ superintendents who devote their whole time to this service. Of the nineteen cities—the present number in Massachusetts—sixteen have school superintendents. These are generally selected for this highly important position after having distinguished themselves as practical, successful teachers, and as a body will not suffer in comparison with the leading men in any other profession. The three cities that do not, at present, employ such an officer, are Lynn, Haverhill and Newburyport, all in Essex County.

As information on this point is often sought, requiring much time in answering letters, I present a list of the cities and towns in our State employing superintendents of schools, with the names and salaries of these officers, which will be found in Appendix A.

HIGH SCHOOLS.

One hundred and eighty-seven cities and towns in the Commonwealth—which is more than half of the whole number—maintain schools "for the benefit of all the inhabitants of the town," or what are commonly called "High Schools." The whole number of these schools, according to our latest returns,

is two hundred and nine, many towns having such schools, though not required to by the statute, and a number of towns of extensive area having more than one. The importance of this grade of school cannot be too highly estimated, in opening to all classes the gratuitous benefits of an advanced course of study, in elevating the character of the lower grades, and in their tendency to perfect and diffuse all that is valuable in our school system. When visiting the cities and towns in which these schools are maintained, I usually spend some time in inspecting them, as from such an inspection one can much better judge of the kind of education, in its quality and extent, which the children receive in the several grades of schools through which they have passed, and what further advantages this highest grade affords them. Of a large number of these schools I can speak in terms of the highest commendation, as being well supplied with apparatus for illustrating natural philosophy, chemistry, and such other subjects in the course of study as require such illustration; with mural maps, classical and modern; with encyclopædias, dictionaries, and other books of reference, and with the very best teachers that liberal salaries can command. Not only can a most excellent English education be obtained in them, equal and sometimes superior to that obtained in many so-called Colleges, but from many of these schools young men go to College with as thorough a preparation as the best of our New England Academies can give. About one-third of the High Schools of Massachusetts are of this class. Another third embraces schools of much excellence, giving a very fair English education, and a passable preparation for College. The remaining third is of a much lower order, being but little in advance of the average Grammar School. Their principals, though often exhibiting excellent results in the limited range of studies pursued, yet, from the lack of a thorough, collegiate training, cannot give to their schools that high character which they otherwise might. Many of them have to work under great disadvantages from want of apparatus, books of reference, etc., and from the large number of classes, and variety of studies pursued, in consequence of the mongrel character of their schools. In numerous instances but one teacher is employed in such schools. These schools, how-

ever, are doing a good work, and are of great value to the towns maintaining them, which, with rare exceptions, deserve great credit for annually appropriating as much for their support as their more limited means and circumstances permit.

To meet a want very frequently communicated to me by numerous parties desiring such information, I have prepared, what has cost me much labor and time, and herewith submit, a list of the cities and towns in Massachusetts maintaining High Schools, with the names and salaries of their principals for 1873-4.

This will be found in Appendix B.

An examination of the table will show the following average of salaries paid to the principals of High Schools:—

Eight have \$4,000 each; ten have from \$2,500 to \$3,000 inclusive; nineteen have from \$2,000 to \$2,400 inclusive; forty have from \$1,500 to \$1,900 inclusive; eight have \$1,400; seven have \$1,300; one has \$1,250; twenty-three have \$1,200; eleven have \$1,100; twenty-eight have \$1,000.

The aggregate paid for the salaries of the principals alone is \$285,000, which gives an average for each principal of \$1,363.

TEACHERS.—NEED OF IMPROVEMENT.

From a careful inspection of the schools in a large portion of the towns in our State, I find very much to commend, and in many places very gratifying evidences of progress, from year to year, in everything relating to Public School education. In a recent visit to one of the wealthy towns in Essex County, I asked the chairman of the school committee, who for more than thirty years has taken an active and intelligent interest in its schools, wherein the present schools of his town differed from those of thirty years ago. "In almost every respect," he said, "there has been great improvement. We have much better school-buildings, more conveniently and pleasantly located, and supplied with excellent furniture, with extensive blackboard accommodations, and all the needful appliances of the school-room, such as globes, wall-maps and charts, and books of reference. We have graded schools, which, notwithstanding some objections, I think are a great improvement upon the ungraded schools of olden time. We have a regular,

progressive course of study, sufficient in its range to meet the wants of all our children, so that none are now compelled to go away from home to seek the advantages of such an education as formerly could be obtained only from the Academies, scattered here and there through the State. Our schools are kept much longer than they used to be, and are all kept the same length of time, so that the children in all parts of the town enjoy equal advantages, which is very different from what it was under our old district system, when the schools in some districts were kept seven or eight months, and in others only half that time. And we pay our teachers much better wages." "And has there been," I asked, "a corresponding improvement in the teachers? Are they better qualified for their work now than in former years, and are the results of their teaching more satisfactory?" "We have had," he replied, "for many years quite a number of very excellent teachers, who have come to us with all the preparation for their work which the Normal and High Schools and Academies could give them,—though in some instances even the Normal graduates have utterly failed of success; but we have had many poor teachers, who, just from the Grammar or District School, could pass a tolerably good examination in the common branches of study, yet had no idea of any methods in teaching, or of the proper work of the school-room. On the whole, I do not think there has been a corresponding improvement in this respect." What is true of this town is equally true of numerous other towns similarly situated. Excellent and often very costly school-buildings have been erected and thoroughly equipped; schools have been graded; courses of study, carefully and wisely matured, have been prepared; and not infrequently all this has been of little avail through lack of that which is more important than either, or all of them combined,—thoroughly qualified teachers. And if this is so in such towns as these, presenting so many inducements to attract the best teachers, and yet finding so many not properly qualified for their work, how must it be with numerous other towns in the State which can offer only greatly inferior wages, and so get greatly inferior teachers?

We have many teachers, and they are not confined to any particular locality, whose schools it is always a pleasure to

visit,—for they are, in every respect, all that you could wish them to be ; and it is only by greatly improving the quality of our teaching material that these will cease to be exceptional cases. According to the latest returns, embodied in the summary, page lvii, *infra*, there were 8,715 “different persons employed as teachers in Public Schools” in our State, in 1873-74,—which, however, is, for several reasons, a somewhat larger number than were actually employed. Of these, 1,078 were males, and 7,637 females. A very large proportion of these 8,000 persons never taught before, and as the graduates of our Normal Schools during the year numbered less than two hundred, few of these new teachers, comparatively, had the benefit of thorough, systematic, special training for the difficult and highly responsible duties which they assumed. Some of these, it is true, were graduates of a College, and had some experience during their college course as teachers of country schools for a brief winter vacation ; others were graduated from a High School, or Academy, in a few of which, possibly, those intending to teach may have received a little special instruction from some needing it, perhaps, quite as much as themselves ; but the great body of them had no other advantages than those afforded by the Common Schools. These commence teaching with no well defined plan of the work to be accomplished. They are placed in charge of fifty or sixty children of different ages, habits, and attainments. They are unacquainted with the best methods of teaching, and too often with any method at all. Is it strange that, in these circumstances, so many fail, not in discipline and good government only, but in almost everything which is necessary to constitute thorough, systematic training and culture, without which the school is of very little benefit? The wonder is that so many accomplish so much as they do, and achieve even a measure of success, when, under such disadvantages, entire failure might reasonably have been expected. Judging from the past, many of these, after some years of teaching, may prove quite successful, and a few become quite eminent in the profession ; but their painful experimenting and failure in the early years of their profession, and their possible ultimate success, remind one of the eminent oculist, who, when complimented on the facility and quickness with which he successfully per-

formed an operation requiring the utmost skill, sadly replied, "Yes, but to do this I have ruined a bushel of eyes." If to tact, common sense, good executive ability, and other similar indispensable qualifications for success in any profession, there be superadded the advantages of Normal School training, their possessors may, from the start, prove themselves successful teachers; but if destitute of these prerequisites, the Normal and Training Schools will be of no more service to their graduates than theological, medical and law schools are to their graduates with similar deficiencies. Says Mr. Fearon, in his excellent report to the "Schools Inquiry Commission" of England: "Of course, I am quite aware that a good school-master, like the poet, is such by birth. If a man has not the natural aptitude, he cannot be manufactured into a good teacher. If a man has not energy, vivacity and facility of illustration, a flow of spirits, self-control, and a touch of enthusiasm, he can never become a good school-master. But a man may be greatly improved by training, and even those who have these gifts may be saved years of groping and feeling their way by a few hints given at starting."

Method in Teaching.

I find in the schools visited what one would expect to find, great variety of method. In some, the method of the Normal Schools is reproduced, and carried out by the Normal graduates, generally with excellent results, but occasionally at the sacrifice of the teacher's individuality in the foolish attempt to adhere slavishly to the prescribed formulas of the school. In others, the method is that sanctioned by tradition, yet often improved by experience and practical sagacity. In others still, there is an entire absence of method. However desirable it is to have "method" in teaching, all teachers cannot succeed by adopting the same method. One may profit by adopting the better method of another, but the fact that many teachers succeed admirably by pursuing quite different methods, is a proof that good method is not of one uniform type, and that no one method can be regarded as in all respects the best. Any method is good which is fairly economical of time, enlists the attention, and produces healthy, intelligent effort on the part of the pupil.

Teachers' Meetings.

Besides the larger and more public gatherings of teachers at National, State and County Associations, and at Teachers' Institutes, it is becoming a very general custom, in our cities and large towns especially, for all the teachers in the town to meet at stated periods, generally once a month, for a half day or an evening, to discuss educational topics, to give and receive counsel in matters relating to their individual experience in teaching and governing their schools, and in various other ways to promote the interests of education. Not the least benefit connected with such meetings is the opportunity given for social intercourse, and for all the teachers in the town to become acquainted with each other. I have known quite a number of towns in which teachers not far remote from each other, and occupying the same positions for several years, scarcely knew each other by name, and lost all the benefit which they might have derived from such gatherings as I speak of. In some places the teachers are allowed a half day each month, or once in two months, expressly to attend such meetings, and then are *required* to attend them. In others, they are *expected* to give a half holiday, or an evening, for this purpose, and a frequent neglect to do so is regarded as showing a want of interest in their vocation which often results in their failure to secure a reelection. These meetings are sometimes independent of those which the superintendents call and manage, and they are generally managed by the teachers themselves, the superintendents and members of the committee, however, being present and participating in the exercises. I have often been invited to attend them in various parts of the State, and do so with pleasure whenever other duties will permit. So great and obvious are the advantages of such meetings, when properly conducted, that they should be held in every town, unless local circumstances may prevent.

Educational Periodicals and Books.

The members of every profession have some periodical,—sometimes several,—in which the live topics of the day, and everything connected more or less directly with their profession

are presented and discussed. The "Massachusetts Teachers' Association" have for twenty-seven years maintained such a publication, and in its volumes are to be found the most matured thoughts of very many of our best and most prominent educators. It is not very creditable to the more than six thousand Public-School teachers in our State, to say that a very small number of them, comparatively, have taken this periodical, and that it has had a languishing existence. At several Teachers' Institutes, three years since, I ascertained by personal inquiry that only about four or five per cent. of the teachers present took this or any other educational periodical. I am aware that the wages paid to the great majority of teachers in our rural towns are small, but the low price at which this journal has been furnished, \$1.50 a year, would not prevent them from getting it, if they wanted it. By the liberality of the State, eight hundred dollars have for many years been appropriated annually to help support this periodical, on the condition that one copy of it be sent to each board of the school committee in each of the (now 340) cities and towns in the State. In many towns several members of the school committee have told me that they never saw a copy of this through the whole year, and were not aware of this requirement, though I have no doubt a copy was regularly sent to some one of the school board. By the recent action of several of the New England State Associations, their separate educational periodicals are consolidated,—“a consummation devoutly to be wished,”—and instead of the “Massachusetts Teacher,” and other similar journals, published monthly, “The New England Journal of Education” is to be published weekly in Boston. It is started under the most favorable auspices, and is edited by Hon. T. W. Bicknell, recently Commissioner of Education in Rhode Island. It is in quarto form, sixteen pages, and its price is \$3. I hope that a sufficient *esprit du corps* will lead each of our Massachusetts teachers to subscribe for it, and that the desire for improvement, individual and professional, will incite all to read and digest its varied and, doubtless, excellent contents.

As I am frequently written to, and inquired of personally, for information in regard to the best periodicals and books relating to education, and of practical value to the teacher, I

will name a few that I can cordially commend. There may be others, equally meritorious, which do not now occur to me. Among the former are the "National Teacher," edited by Hon. E. E. White, ex-State Superintendent of Ohio, and published in Columbus, O., one of the very best of its class (\$1.50); the "American Educational Monthly," published by J. W. Schermerhorn & Co., New York city (\$2); the "National Normal," R. H. Holbrook, editor, Cincinnati (\$1.50); and the "Maine Journal of Education," published by B. Thurston, Portland, Me. (\$2). In the recent consolidation of the New England periodicals, this last did not come into the arrangement. Also "The National Monthly Teacher," Barnes & Co., New York.

Among the books I will name a few from which young and even older teachers may derive a great many useful hints, and much other valuable aid in their school work.

"How to Teach: A Manual of Methods for a Graded Course of Instruction, embracing the subjects usually pursued in Primary, Intermediate, Grammar and High Schools; also, suggestions relative to Discipline and School Management; for the use of Teachers," by Messrs. Kiddle, Harrison & Calkins, Superintendents of the New York City Schools, and published by J. W. Schermerhorn & Co. "School Economy," and "Methods of Instruction," by Hon. J. P. Wickersham, ex-Normal School Principal, and State Superintendent of the Pennsylvania Schools, published by J. B. Lippincott & Co., Philadelphia. "Object Lessons," by Superintendent Calkins, published by Harper & Brothers. "Theory and Practice of Teaching," an old work, but one of the best of its kind, by D. P. Page. Another old work, and of the same excellent character, is "The School and School-master," by Rev. Dr. Potter and George B. Emerson. "The Science of Education, and Art of Teaching," by John Ogden. "The Art of Teaching School," by J. R. Sypher. "The Normal, or Methods of Teaching the Common Branches," by Alfred Holbrook. "On Teaching: an Aid to Young Teachers," by Henry Calderwood (a reprint from the English), published by G. P. Putnam's Sons." This list might be enlarged by naming quite a number of other books on the same general subjects by American educators, and several of at least equal merit to any of the above, by distinguished

foreign educators; but these seem sufficient for my present purpose.

It would be much pleasanter for me in all my reports to dwell upon the excellences of our schools, and in very many respects they are generally doing a great and good work, highly creditable to them and to the State; but if we would bring them all up to a uniform standard of excellence, and secure the best possible results, we must not ignore existing deficiencies and faults, many of which are obvious even to a casual observer, and strikingly so to one whose time is largely devoted to an inspection of the schools of the State. This is the reason why, in my reports and public addresses, I more frequently dwell upon their deficiencies than upon their excellences. We cannot secure much improvement while teachers and parents are satisfied with the present attainments of our schools. I do not purpose, at this time, to dwell upon this subject, or to speak of the manner in which the several subjects of instruction prescribed for our Public Schools are taught, or of the results witnessed. I will only call attention, in closing my Report, to the unsatisfactory results witnessed, outside of our cities and large towns,—in which most excellent results are generally exhibited,—in respect to two of these subjects, viz. :

Singing and Drawing.

In an imagined compliance with the requirements of the statutes, some attention has very generally been given for several years to singing, and more recently to drawing; but in very many of our rural towns, as the teachers themselves know very little of these subjects, they can, of course, teach very little of any real value. When I express a wish, in such schools, to hear the children sing, they repeat by rote, and mechanically, the words of a few songs, often with harsh and discordant voices, and without the slightest appreciation of the sentiment or its proper musical expression,—and this is called *singing*. When I ask what attention has been paid to drawing, I am deluged with a multitude of little books, often mere scraps of paper, covered with a great many strange objects that bear no resemblance to anything in the heavens above, or in the earth

beneath, or in the waters that cover the earth,—and this is called *drawing*. Now, what remedy can there be for this, and how can such results be secured in these important branches as will meet the requirements of the statute in prescribing them? Briefly, I would say, make it an indispensable requirement of every applicant to teach that she shall know something theoretically, if not practically, of the science of singing, and of drawing,—for some persons very successfully teach these subjects without being able to sing, or draw, to their own satisfaction, or that of others,—furnish them with suitable musical charts, and aids in drawing, and then require them to exhibit as satisfactory results in these branches, as in reading, arithmetic, geography, or any other subject of study.

ABNER J. PHIPPS,
General Agent.

BOSTON, January, 1875.

APPENDIX.

[A.]

CITY SUPERINTENDENTS AND THEIR SALARIES.

[The asterisk (*) shows that the person to whose name it is appended was Superintendent in 1873-74, but is not now.]

| | | |
|-----------------------|----------------------------|------------|
| Boston, . . . | John D. Philbrick,* . . . | \$4,500 00 |
| 1874-75, . . . | Vacancy not filled. | |
| Charlestown, . . . | B. F. Tweed, . . . | 3,000 00 |
| Now a part of Boston. | | |
| Cambridge, . . . | E. B. Hale,* . . . | 3,000 00 |
| 1874-75, . . . | Francis Cogswell, . . . | 3,000 00 |
| Chelsea, . . . | Jonathan Kimball, . . . | 2,500 00 |
| Fall River, . . . | Wm. Connell, Jr., . . . | 2,080 00 |
| Fitchburg, . . . | E. A. Hubbard, . . . | 3,000 00 |
| Gloucester, . . . | John W. Allard, . . . | 2,500 00 |
| Holyoke, . . . | Louis H. Marvel, . . . | 1,600 00 |
| Lawrence, . . . | Gilbert E. Hood, . . . | 3,000 00 |
| Lowell, . . . | Charles Morrill, . . . | 2,300 00 |
| New Bedford, . . . | Henry F. Harrington, . . . | 2,500 00 |
| Newton, . . . | H. M. Willard, . . . | 3,000 00 |
| Salem, . . . | Augustus D. Small, . . . | 2,500 00 |
| Somerville, . . . | Joshua H. Davis, . . . | 2,000 00 |
| Springfield, . . . | A. P. Stone, . . . | 3,500 00 |
| Taunton, . . . | W. W. Waterman, . . . | 2,000 00 |
| Worcester, . . . | Albert P. Marble, . . . | 3,000 00 |
| Average salary, . . . | | \$2,705. |

TOWN SUPERINTENDENTS AND THEIR SALARIES.

Barnstable County.

| | | |
|---------------------|-------------------------|----------|
| Chatham, . . . | D. H. Crowell, . . . | \$150 00 |
| Dennis, . . . | Levi Howes, . . . | 100 00 |
| Orleans, . . . | — — —, . . . | 100 00 |
| Provincetown, . . . | B. F. Hutchinson, . . . | 400 00 |
| Sandwich, . . . | Louis H. Marvel,* . . . | 275 00 |

and \$1,000 as Principal of High School.

Berkshire County.

| | | |
|-------------------|---|----------|
| Adams, . . . | The High School Principals in North and South Adams are also Superintendents. | |
| Peru, . . . | George L. Thomson, per day, . . . | \$2 50 |
| Pittsfield, . . . | John M. Brewster, . . . | 1,000 00 |

Bristol County.

| | | |
|------------------|-------------------------|---------|
| Mansfield, . . . | — — —, . . . | \$62 50 |
| Somerset, . . . | F. A. Shurtleff, . . . | 150 00 |
| Swansea, . . . | Job Gardner, Jr., . . . | 60 00 |

Essex County.

| | | |
|-------------------|---------------------------|----------|
| Essex, . . . | Washington Burnham, . . . | \$150 00 |
| Georgetown, . . | R. G. Farley, . . . | 200 00 |
| West Newbury, . . | — — —, . . . | 150 00 |

Hampshire County.

| | | |
|------------------|----------------------|----------|
| Huntington, . . | J. H. Goddard, . . . | \$150 00 |
| Northampton, . . | H. L. Edwards, . . . | 2,000 00 |
| Pelham, . . . | — — —, . . . | 86 24 |

Middlesex County.

| | | |
|------------------|-------------------------------------|----------|
| Acton, . . . | F. P. Wood, "No particular salary." | |
| Boxborough, . . | Joel F. Hayward, . . . | \$25 00 |
| Carlisle, . . . | — — —, . . . | 40 00 |
| Concord, . . . | G. Reynolds, . . . | 100 00 |
| Framingham, . . | James W. Brown, . . . | 650 00 |
| Holliston, . . . | R. G. Johnson, . . . | 300 00 |
| Littleton, . . . | H. E. Cooley, per day, . . . | 2 50 |
| Medford, . . . | James A. Hervey, . . . | 800 00 |
| Stow, . . . | Edwin Whitney, . . . | 100 00 |
| Wakefield, . . . | Jona. Kimball,* . . . | 1,000 00 |
| 1874-75, . . . | A. M. Payson. | |
| Woburn, . . . | E. H. Davis, . . . | 1,800 00 |

Norfolk County.

| | | |
|------------------|------------------------------------|----------|
| Bellingham, . . | — — —, . . . | \$75 00 |
| Brookline, . . . | W. T. Reid (*resigned 1875), . . . | 3,000 00 |
| Canton, . . . | Frederic Endicott, . . . | 450 00 |
| Cohasset, . . . | Joseph Osgood, . . . | 200 00 |
| Dover, . . . | — — —, . . . | 30 00 |
| Weymouth, . . . | Arthur G. Lewis, . . . | — |

Plymouth County.

| | | |
|-----------------------|--------------------------|------------|
| Brockton, . . . | C. W. Wood, . . . | \$1,200 00 |
| Halifax, . . . | George W. Hayward, . . . | 40 00 |
| Hingham, . . . | A. G. Jennings, . . . | 500 00 |
| Kingston, . . . | W. R. Ellis, . . . | 250 00 |
| Marion, . . . | Silas B. Allen, . . . | 60 00 |
| Plymouth, . . . | Charles Burton, . . . | 500 00 |
| Rochester, . . . | — — —, . . . | 75 00 |
| Scituate, . . . | Charles S. Nutter, . . . | 150 00 |
| West Bridgewater, . . | Cyrus Leonard, . . . | 118 00 |

Worcester County.

| | | |
|------------------|------------------------|----------|
| Athol, . . . | James P. Lynde,* . . . | \$500 00 |
| Douglas, . . . | N. W. Preston, . . . | — |
| Hardwick, . . . | — — —, . . . | 150 00 |
| Holden, . . . | J. T. Rood, . . . | 225 00 |
| Mendon, . . . | George F. Clark, . . . | 50 00 |
| Paxton, . . . | Levi Smith, . . . | 50 00 |
| Westborough, . . | T. D. Biscoe, . . . | 1,000 00 |

[B.]

CITIES AND TOWNS IN MASSACHUSETTS MAINTAINING HIGH SCHOOLS,
WITH THE NAMES AND SALARIES OF THEIR PRINCIPALS FOR 1873-74.[The asterisk (*) shows that the person to whose name it is appended is not now (1875)
the Principal.]*Barnstable County.*

| | | |
|---------------------------|-------------------------------|------------|
| Barnstable, . . . | Samuel S. Young, | \$1,200 00 |
| Chatham, . . . | Hiram M. George, | 950 00 |
| Dennis, . . . | Martha H. Coombs, | 640 00 |
| Falmouth, . . . | Lucian Hunt, | 445 00 |
| and academy tuition fees. | | |
| Harwich, . . . | Frank P. McGregor, | 480 00 |
| Orleans, . . . | Hiram Myers, | 1,100 00 |
| Provincetown, . . . | A. F. Blaisdell, | 1,200 00 |
| Sandwich, . . . | Louis H. Marvel,* | 1,000 00 |
| | Benja. Cook, | 875 00 |
| Wellfleet, . . . | Simcon S. Sanborn,* | 1,000 00 |
| Yarmouth, . . . | Samuel C. Smith, | 1,100 00 |

Berkshire County.

| | | |
|-------------------------|---------------------------------|------------|
| Adams, North, . . . | H. M. Harrington, | \$2,100 00 |
| South, . . . | W. W. Spaulding, | 2,100 00 |
| Great Barrington, . . . | H. H. Scott, | 1,600 00 |
| (Branch), . . . | Eugene O'Neill, | 700 00 |
| Hinsdale, . . . | Mattie A. Rood, | 400 00 |
| Lee, . . . | Abner Rice, | 1,500 00 |
| Lenox, . . . | F. W. Baldwin,* | 1,100 00 |
| Pittsfield, . . . | Albert Tolman, | 2,000 00 |
| Sheffield, . . . | Frank Warner,* | 648 00 |
| Stockbridge, . . . | B. M. Hill, | 1,400 00 |
| Williamstown, . . . | Miss L. C. Titsworth, | 550 00 |

Bristol County.

| | | |
|---------------------|-------------------------------|------------|
| Attleborough, . . . | J. O. Tiffany, | \$1,200 00 |
| | B. Porter, Jr., | 1,200 00 |
| Dartmouth, . . . | M. W. D. Hurd, | 600 00 |
| Easton, . . . | Charles R. Ballard, | 1,200 00 |
| Fairhaven, . . . | —, | 825 00 |
| Fall River, . . . | W. H. Lambert, | 1,800 00 |
| Mansfield, . . . | John H. Berry, | 1,000 00 |
| New Bedford, . . . | Charles P. Rugg, | 1,800 00 |
| Taunton, . . . | J. P. Swinerton, | 1,600 00 |
| Westport, . . . | Benj. S. Coppock, | 700 00 |

Dukes County.

| | | |
|------------------|----------------------------|----------|
| Edgartown, . . . | E. G. M. Denham, | \$630 00 |
|------------------|----------------------------|----------|

Essex County.

| | | |
|----------------------|---------------------------------|------------|
| Amesbury, . . . | W. L. Miller, | \$1,000 00 |
| South, . . . | W. L. Titus, | 1,000 00 |
| Ferry, . . . | Wm. A. Spinney, | 1,000 00 |
| West, . . . | Frank Wiggin, | 1,000 00 |
| Andover, . . . | Peter G. Goldsmith, | 1,800 00 |
| Beverly, . . . | Willard G. Sperry, | 1,600 00 |
| Bradford, . . . | John L. Stanley, | 1,825 00 |
| Danvers, . . . | Albert W. Bacheller,* | 1,500 00 |
| Georgetown, . . . | E. S. Fickett, | 1,000 00 |
| Gloucester, . . . | J. H. Hunt, | 2,000 00 |
| Haverhill, . . . | Horace E. Bartlett, | 2,000 00 |
| Ipswich, . . . | M. H. Fisk, | — |
| Lawrence, . . . | Charles T. Lazell, | 2,500 00 |
| Lynn, . . . | Nathaniel Hills, | 2,400 00 |
| Manchester, . . . | N. B. Sargent, | 800 00 |
| Marblehead, . . . | Wm. E. Bunten, | 1,500 00 |
| Methuen, . . . | Fred. Fuller, | 1,100 00 |
| Newburyport, . . . | A. H. Thompson, | 2,000 00 |
| North Andover, . . . | J. Parris, | 1,200 00 |
| Peabody, . . . | James N. Ham, | 1,900 00 |
| Rockport, . . . | Fannie E. Mann, | 600 00 |
| Salem, . . . | John W. Perkins, | 3,000 00 |
| Salisbury, . . . | Frank Savage, | 1,200 00 |
| Saugus, . . . | (Mrs.) F. H. Newhall, | 640 00 |

Franklin County.

| | | |
|--------------------|------------------------------|------------|
| Bernardston, . . . | A. J. Sanborn, | \$1,000 00 |
| | and tuition fees. | |
| Conway, . . . | Wm. F. Avery, | 800 00 |
| Deerfield, . . . | Arthur Driver, | 1,100 00 |
| South, . . . | Wm. G. Reed, | 750 00 |
| Greenfield, . . . | C. L. Harrington,* | 1,400 00 |
| Montague, . . . | H. A. Bailey, | 950 00 |
| Orange, . . . | Fred. E. Stratton, | 900 00 |
| Shelburne, . . . | George S. Pelton, | 825 00 |

Hampden County.

| | | |
|-------------------------|-------------------------------|------------|
| Brimfield, . . . | E. W. Norwood, | \$1,500 00 |
| Chicopee, . . . | Edward H. Rice, | 2,000 00 |
| Falls, . . . | H. C. Hallowell, | 1,500 00 |
| Holyoke, . . . | C. S. Hemingway, | 1,600 00 |
| Monson, . . . | Charles Hammond, | 1,500 00 |
| Palmer, . . . | A. Gardner Fisher, | 541 00 |
| Southwick, . . . | Frank Warner, | 455 00 |
| Springfield, . . . | William W. Colburn, | 3,000 00 |
| Westfield, . . . | A. E. Gibbs, | 2,000 00 |
| West Springfield, . . . | Julia A. Stebbins, | 800 00 |

Hampshire County.

| | | |
|----------------|---------------------------|------------|
| Amherst, . . . | Arnold N. Heap, | \$1,400 00 |
|----------------|---------------------------|------------|

| | | |
|---------------------|--------------------------------|----------|
| Belchertown, . . . | E. H. Dickinson, | \$858 00 |
| Easthampton, . . . | (Miss) S. E. Chapin, | 900 00 |
| Hadley, | Wm. W. Mitchell, | 1,000 00 |
| Northampton, . . . | D. D. Gorham, | 2,250 00 |
| Southampton, . . . | (Miss) A. M. Parker, | 288 00 |
| Ware, | Charles E. Garman, | 1,200 00 |
| Williamsburg, . . . | — —, | 600 00 |
| | — —, | 425 00 |

Middlesex County.

| | | |
|---------------------------|----------------------------------|------------|
| Arlington, | W. H. H. Tuttle, | \$2,000 00 |
| Ashland, | Alfred S. Roe, | 1,600 00 |
| Ayer, | James Powell, | 1,140 00 |
| Belmont, | Thomas W. Davis, | 1,600 00 |
| Cambridge, | Lyman R. Williston, | 4,000 00 |
| Chelmsford, Center, . . . | A. G. McAllister, | 1,000 00 |
| North, | A. E. Lake, | 1,000 00 |
| Concord, | Chas. Almy, Jr., | 1,500 00 |
| Everett, | R. A. Rideout, | 1,600 00 |
| Framingham, | J. M. E. Drake, | 1,550 00 |
| Saxonville, | Henry H. Butler, | 1,300 00 |
| Holliston, | Willis A. Kingsbury, | 1,000 00 |
| Hopkinton, | Vincent Moses, | 1,200 00 |
| Hudson, | Albert Stetson, | 1,200 00 |
| Lexington, | Alphonso E. White, | 2,000 00 |
| Lincoln, | Susie C. Lougee, | 647 00 |
| Lowell, | C. C. Chase, | 2,500 00 |
| Malden, | Charles A. Daniels, | 2,000 00 |
| Marlborough, | Hiram Tuell, | 1,800 00 |
| Maynard, | Lyman B. Fiske, | 800 00 |
| Medford, | Charles Cummings, | 1,800 00 |
| Melrose, | Samuel Harrington,* | 2,000 00 |
| Natick, | George M. Smith, | 1,200 00 |
| Newton, | Francis A. Waterhouse, | 2,750 00 |
| North Reading, | Abbie Abbott, | 350 00 |
| Pepperell, | Lorenzo P. Blood, | 800 00 |
| Reading, | Cyrus A. Cole, | 1,800 00 |
| Sherborn (4 mo's), . . . | Frank P. Shepherd, | 350 00 |
| Somerville, | George L. Baxter, | 2,200 00 |
| Stoneham, | L. L. Dame, | 2,000 00 |
| Stow, | Chas. L. Hunt, | 544 00 |
| Townsend (3 mo's), . . . | — —, | 240 00 |
| Wakefield, | Melvin J. Hill, | 1,700 00 |
| Waltham, | Minton Warren, | 2,500 00 |
| Watertown, | Byron Grose, | 2,000 00 |
| Weston, | Eli E. Fox, | 1,000 00 |
| Wilmington, | (Miss) A. B. Chandler, | 432 00 |
| Winchester, | Charles L. Harrington, | 1,800 00 |
| Woburn, | James I. Hanson, | 1,800 00 |

Nantucket County.

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| Nantucket, . . . | Charles M. Barrows, | \$1,800 00 |
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Norfolk County.

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| Braintree, . . . | Charles E. Stetson, | \$1,400 00 |
| Brookline, . . . | J. Emory Hoar, | 2,800 00 |
| Canton, | F. M. Wilkins, | 1,200 00 |
| Cohasset, | W. H. Knight, | 1,250 00 |
| Dedham, | Carlos Slafter, | 1,800 00 |
| Foxborough, . . . | W. E. Horton, | 1,200 00 |
| Franklin, | E. W. Burditt, | 860 00 |
| Holbrook, | Wm. F. Souther, | 1,000 00 |
| Hyde Park, | Frank W. Freeborn, | 1,900 00 |
| Medfield, | — — — —, | 1,200 00 |
| Medway, | Charles M. Clay, | 1,000 00 |
| Milton, | S. D. Hunt, | 1,600 00 |
| Needham, | H. B. Lawrence, | 1,200 00 |
| Norwood, | J. W. Cross, Jr.,* | 1,500 00 |
| Quincy, | H. A. Keith, | 1,400 00 |
| Randolph, | Thos. H. West, | 1,300 00 |
| Stoughton, | Jerome B. Poole, | 1,200 00 |
| Walpole, | Alonzo H. K. Blood, | 1,200 00 |
| Weymouth, North, . | George W. Shaw, | 1,300 00 |
| South, | F. B. Gamwell,* | 1,300 00 |
| Wrentham, | Wm. H. Putnam, | 1,000 00 |

Plymouth County.

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| Abington, Center, . | George L. Richardson, | \$1,000 00 |
| North, | J. G. Knight, | 1,000 00 |
| South, | J. W. McDonald, | 1,000 00 |
| East, | Willis W. White, | 1,000 00 |
| Bridgewater, . . . | E. H. Cornish, | 1,500 00 |
| Brockton, | Edward Parker, Jr., | 2,000 00 |
| Duxbury, | Edmund W. Wright, | 1,000 00 |
| East Bridgewater, . | Wyman C. Fickett, | 1,100 00 |
| Hanover, | C. F. Meserve, | 750 00 |
| Hingham, | Jacob O. Sanborn, | 1,800 00 |
| Kingston, | G. B. Towle, | 1,000 00 |
| Mattapoisett, . . . | D. S. C. M. Potter, | 1,000 00 |
| Middleborough, . . | J. C. W. Willoughby, | 975 00 |
| Plymouth, | Chas. Burton, | 1,500 00 |

(who is also Superintendent, \$500.)

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| Scituate, | A. J. McGown, | — |
| Wareham, | Erastus B. Powers, | 1,200 00 |

Suffolk County.

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| Boston, | Francis Gardner (Latin), | \$4,000 00 |
| | Edwin P. Seaver (English), | 4,000 00 |
| | Larkin Dunton (Normal), | 4,000 00 |
| | Samuel Eliot (Girls'), | 4,000 00 |
| | Samuel M. Weston (Roxbury), | 4,000 00 |

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| Boston, . . . | Elbridge Smith (Dorchester), . . . | \$4,000 00 |
| | Caleb Emery (Charlestown), . . . | 4,000 00 |
| | E. W. Howe (West Roxbury), . . . | 3,500 00 |
| | Benj. Wormelle (Brighton), . . . | 2,800 00 |

Worcester County.

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| Ashburnham, . . . | Frank T. Beede, . . . | \$810 00 |
| Athol, . . . | G. G. Pratt, . . . | 1,100 00 |
| Barre, . . . | Cornelius E. Wood, . . . | 1,000 00 |
| Blackstone, . . . | Adrian Scott, . . . | 1,000 00 |
| Bolton, . . . | Alfred N. Fuller, . . . | 800 00 |
| Brookfield, . . . | George L. Faxon, . . . | 1,100 00 |
| Clinton, . . . | Andrew E. Ford, . . . | 1,500 00 |
| Douglas (19 weeks), | Philip Berry, . . . | 330 00 |
| Dudley, . . . | — — —, . . . | 1,000 00 |
| Fitchburg, . . . | R. B. Clarke, . . . | 2,250 00 |
| Gardner, . . . | John F. Ashley,* . . . | 1,200 00 |
| Grafton, . . . | Chas. L. Clay, . . . | 1,387 00 |
| Harvard, . . . | F. E. Sherman (per month), . . . | 80 00 |
| Lancaster, . . . | Le Roy Z. Collins, . . . | 900 00 |
| Leicester, . . . | Charles A. Wetmore, . . . | 1,800 00 |
| Leominster, . . . | Joel D. Miller, . . . | 1,700 00 |
| Mendon, . . . | Daniel N. Lane, Jr., . . . | 462 00 |
| Milford, . . . | Silas W. Hale, . . . | 1,800 00 |
| Millbury, . . . | Joseph Jackson, Jr., . . . | 1,200 00 |
| Northborough, . . . | J. B. Davis, . . . | 1,000 00 |
| Northbridge, . . . | C. Goldthwaite, . . . | 1,200 00 |
| North Brookfield, . . . | A. H. Weaver, . . . | 1,100 00 |
| Oxford, . . . | Stephen A. Snow, . . . | 1,200 00 |
| Shrewsbury, . . . | Henry A. Gaylord, . . . | 697 00 |
| Southborough, . . . | Benj. F. Parsons, . . . | 1,300 00 |
| Southbridge, . . . | Edwin Emery, . . . | 1,300 00 |
| Spencer, . . . | Albert Warren, . . . | 1,400 00 |
| Sutton, . . . | M. E. Manley, . . . | 570 00 |
| Templeton, . . . | H. F. Lane, . . . | 1,400 00 |
| Upton, . . . | George Thayer, . . . | 550 00 |
| Uxbridge, . . . | Wm. L. Eaton, . . . | 1,120 00 |
| Warren, . . . | C. A. Page, . . . | 1,100 00 |
| Webster, . . . | George E. Nichols, . . . | 1,500 00 |
| Westborough, . . . | John E. Day, . . . | 1,500 00 |
| Westminster, . . . | Mattie C. Worthington (per month), . . . | 70 00 |
| Winchendon, . . . | E. C. Burbeck, . . . | 1,300 00 |
| Worcester, . . . | Ellis Peterson, . . . | 3,000 00 |

For the average of the salaries, see page 94.

THIRTY-EIGHTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.



SECRETARY'S REPORT.

Gentlemen of the Board of Education:

I herewith respectfully submit the Thirty-Eighth Annual Report of your Secretary, in compliance with the requirement of the statutes.

SUMMARY OF STATISTICS FOR 1873-74.

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| Number of cities and towns—cities 19, towns 321, | 340 |
| Decrease by annexations, | 2 |
| All have made the annual returns required by law. | |
| Number of Public Schools, | 5,425 |
| Increase for the year, | 120 |
| Number of persons in the State between five and fifteen years of age, May 1, 1873, | 292,481 |
| Increase for the year, | 5,391 |
| Number of pupils of all ages in all the Public Schools during the year, | 297,025 |
| Increase for the year, | 13,153 |
| Average attendance in all the Public Schools during the year, | 210,248 |
| Increase for the year, | 7,366 |
| Ratio of average attendance for the year to the whole number of persons between five and fifteen, expressed in decimals, | .72 |
| Number of children under five years attending Public Schools, | 2,552 |
| Increase for the year, | 36 |
| Number of persons over fifteen attending Public Schools, | 24,687 |
| Increase for the year, | 782 |
| Number of towns that have made the provisions concerning truants required by law, | 117 |
| Number of different persons employed as teachers in Public Schools during the year; males, 1,078; females, 7,637; total, | 8,715 |
| Increase of males, 50; increase of females, 216; total increase, | 266 |
| Number of teachers who have attended a Normal School, | 1,674 |
| Average length of Public Schools, eight months and eight days. Same for the previous school-year. | |
| Average wages of male teachers (including salaries of High School teachers), per month, | \$94 33 |
| Increase from last year, | \$0.68 |
| Average wages of female teachers, per month, | 34 34 |
| Increase from last year, | \$0.20 |

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| Amount raised by taxation for the support of Public Schools, including only wages of teachers, fuel, care of fires and school-rooms, | \$4,253,211 17 |
| Increase for the year, | \$364,157 37 |
| Income of funds appropriated for Public Schools, at the option of the towns, as of surplus revenue and the tax on dogs, . . | 47,316 12 |
| Increase for the year, | \$17,209.92 |
| Voluntary contributions to prolong Public Schools, or to purchase apparatus, etc., | 11,162 10 |
| Expense of superintendence by school committees, including salary of superintendent of schools, | 118,575 35 |
| Expense of preparing and printing the annual school reports, | 15,255 71 |
| Amount of local school funds, the income of which can be legally appropriated only for the support of schools and academies, | 1,711,480 00 |
| Income of the local funds appropriated for schools and academies, | 98,960 58 |
| Income of the State School Fund paid to the cities and towns in aid of Public Schools for the school-year 1873-74, . . . | 88,032 84 |
| Amount of salaries paid to superintendents of Public Schools, | 58,322 16 |
| Aggregate returned as expended on Public Schools alone, exclusive of expense of repairing and erecting school-houses, and of school-books, | 4,533,553 29 |
| Increase for the year, | \$393,516.12 |
| Sum raised by taxes, including income of funds appropriated at the option of the town, and the tax on dogs (but exclusive of taxes for school edifices and superintendence), for the education of each child in the State between five and fifteen years of age—per child, | 14 70.3 |
| Increase for the year, | \$1.05.2 |
| Percentage of the valuation of 1872, appropriated for Public Schools, including only wages of teachers, fuel, care of fires and school-rooms (2 mills and eighty hundredths), . . . | 0.00.280 |
| All the towns and cities have raised, by taxation, the amount required by law (\$3, for each person between five and fifteen) as a condition of receiving a share of the income of the State School Fund. | |
| Amount expended in 1873 for erecting school-houses, | 1,227,330 82 |
| Increase for the year, | \$216,809.49 |
| Amount expended in 1873 for repairing school-houses, . . . | 419,339 53 |
| Increase for the year, | \$13,751.10 |
| Total expended for school-houses in 1873, | 1,646,670 35 |
| Number of High Schools returned as such in towns not required by law to maintain them, | 57 |
| Number of High Schools in cities and towns having 500 families and required by law to maintain them, | 151 |
| Evening Schools,—number, 89; kept in thirty-two cities and towns; number of teachers, 444; whole number attending, | |

males, 6,726; females, 3,468—total, 10,194; average attendance, 5,534; expense, \$52,238.33.

Schools in State Charitable and Reformatory Institutions,—number, 18; number of different pupils, 1,219; average attendance during the year, 802; number under five years, 11; number over fifteen years, 310; number between five and fifteen remaining August 21, 1874, 468; number of teachers, males, 4; females, 17; wages, males, \$50 per month; females, \$25 per month; length of schools, 12 months.

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| Number of Incorporated Academies returned, | 69 |
| Average number of scholars, | 4,663 |
| Decrease for the year, | 2,910 |
| Amount of tuition paid, | \$234,148 71 |
| Decrease, | \$26,184.24 |
| Number of Private Schools and Academies, | 402 |
| Average attendance as estimated, | 13,144 |
| Decrease for the year, | 1,284 |
| Amount of tuition paid, as estimated, | \$479,395 37 |
| Increase for the year, | \$8,160.12 |
| Amount paid to maintain Public Schools alone,—for wages, fuel, care of fires and school-rooms, repairing and erecting school-houses, supervising schools, printing annual reports, providing apparatus, and instruction of children in state reformatory and charitable institutions, | \$6,180,848 64 |
| For each person in the State between five and fifteen years of age, | 21 13 |
| Or percentage of valuation of 1872, | 0.004 |

If, to the amount raised by taxation, there are added the income of local funds, tuition paid in Academies and Private Schools, appropriations by the legislature for the benefit of Public Schools,—as for Institutes, Normal Schools, etc.,—not including interest of money invested in school-buildings nor the cost of school-books, nor the expense of professional and scientific schools and colleges, the aggregate expended during the year, in Massachusetts, for the general school education of the people, is over *seven millions* (\$7,080,000.)

DEAF-MUTES.

The number of state pupils during the school-year 1873-4, was,—

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| In the American Asylum at Hartford, | 83 |
| Number admitted the present year, | 14 |
| Number now in the Asylum, | 70 |

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| Number in the Clarke Institution, 1873-4, | 49 |
| Number admitted the present year, | 3 |
| Number now in the Institution, | 45 |
| Number in the Boston School for Deaf-Mutes, 1873-4, | 60 |
| Number admitted the present year, | 8 |
| Number now in the School, | 56 |

The amounts paid from the treasury to each school, from January 1, 1874, to January 1, 1875, are as follows :—

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|-------------------------------|-------------|
| American Asylum, | \$12,791 04 |
| Clarke Institution, | 10,955 00 |
| Boston School, | 8,692 44 |
| | <hr/> |
| | \$32,438 48 |

The amount per annum paid for the board and tuition of each pupil,—

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| In the American Asylum, is | \$175 00 |
| In the Clarke Institution, | 250 00 |
| In the Boston School (for tuition), | 100 00 |

I invite attention to the following extracts from the last annual reports of the several institutions :—

American Asylum.

Speaking of Mr. Bell's method of teaching articulation, Mr. Stone, the principal, writes, in the annual report, as follows :—

“ Mr. Bell's method of teaching articulation by means of visible speech, which was first introduced into the asylum in May, 1872, has been used during the past year. The attempt has not been made to give instruction by this means ; but articulation, and reading from the lips, in connection with it, have been taught as accomplishments.

“ Mr. Clark and Miss Sweet have devoted their whole time to this branch, and have given instruction to forty-six pupils. This number includes fourteen semi-mute and semi-deaf pupils, and all of last year's articulation classes who remained in school, fourteen in number, with the exception of two, who were dropped as unpromising cases. Eighteen pupils, without previous instruction in speech, were added to the classes, at the commencement of the year. In the selection, the preference was given to pupils who possessed some knowledge of speech or hearing, to those who had once spoken or heard, and to

those who were supposed to be most apt to learn by this method. Of those with no previous knowledge of speech, no dull pupils were selected, all of them being of average attainments, while some were among the best scholars. The newest scholars were not taken, unless there was some speech which might be preserved, as some degree of maturity and power of application was desired before commencing to learn the symbols."

"Although two years is too short a time to see the full workings of visible speech, in teaching articulation, yet we can estimate the results accomplished, and express an opinion as to the value of this method. The labor of teaching is greater and more wearing than teaching by signs. No one who has not seen it can appreciate it. The teacher must give close and constant attention, and be ever on the alert to detect mistakes, or to give instruction as it is needed. Great patience and enthusiasm are necessary on his part, besides the possession of peculiar qualifications, which are not necessary in teaching by signs. He needs the ability to distinguish sounds accurately, and to translate them into the symbols of visible speech, and also a knowledge of vocal physiology. The same instruction, given hour after hour, becomes tiresome and monotonous. The progress of the pupil is slow, and there is little from day to day to encourage or to excite interest. The pupil sometimes takes but slight interest in a work which gives him little or no present satisfaction, and fails to appreciate the future benefit for which the teacher is striving. The magnitude of the work is strongly impressed upon the teacher in his progress."

"The improvement made by the semi-mutes and semi-deaf in articulation has been decided. Visible speech has proved a powerful aid in their instruction. The results obtained are superior to those of former years, by the method of imitation. Many defects in speech, which before were beyond our power to remedy, have been corrected. Certain sounds, which are made in the back part of the mouth, and are necessarily obscure, have always been learned by the deaf with great difficulty and uncertainty, if at all, because they have been imperfectly understood. These sounds can be clearly expressed by the symbols, and taught from them. Errors of pronunciation can be readily shown, and the correct pronunciation indicated. The ability of the above-named pupils to speak has been increased, so that some have learned to read intelligibly, and others, who spoke with difficulty, begin to talk more freely. We have had no doubt as to the possibility of greatly benefiting these classes, and of our duty to do so, as far as is consistent with their general progress, and have long paid attention to them in the asylum. We consider visible speech as deserving a place in our school, if only these classes are to be taught articulation.

“The progress of the congenital mutes, and those with no previous knowledge of speech, is the most important feature of the experiment, as the new method claims to impart speech to these classes. The practical question with us, is: To what extent can speech be made a means of communication for deaf-mutes in our institutions? Our experience indicates that the expectation of giving speech to deaf-mutes as a class has not been realized, and is not likely to be in many cases. A part of the classes above mentioned have learned much language, which they will be able to use in the ordinary affairs of life, and would continue to improve with further instruction; but we cannot escape the conviction that a large majority of them have not gained sufficient practical benefit to compensate for the time and labor bestowed upon them, nor are they likely to do so in our institution, in the time that can be afforded to this branch, although some would probably improve with individual instruction. The speech of some is so imperfect and disagreeable, that communication by writing, by the finger-alphabet, or by ready and expressive pantomime, is far preferable, while others have utterly failed to derive benefit, and to instruct them further would be a waste of time. We should bear in mind that the pupils so taught are of at least average attainments, and can do well in their ordinary studies, and that no trial has been made among the large number who possess quite moderate ability.

“The possibility of imparting correct speech to a considerable extent to selected cases of deaf-mutes, has been established; but it seems equally true that certain deaf-mutes cannot learn to speak, with any reasonable amount of instruction, any more than certain hearing persons can learn to sing. Pupils may understand the symbols, they may speak syllables, words and sentences with tolerable correctness, but their voices may be such, and their inflections so unnatural, that they cannot be understood, and their speech, judged by our own standard, will be called poor. These defects are inherent in deaf-mutes, and are very difficult to overcome. Visible speech does not profess to teach how to modulate the voice. This must come, if at all, from a knowledge of the principles of elocution, and depends greatly upon the skill of the teacher. We can hardly expect to teach any deaf person to speak like a hearing person, inasmuch as the semi-mute, semi-deaf, and those deaf from old age, do not speak naturally. If we can approximate to correct speech, we do well.

“The trial has been fairly made. The teachers have labored with great faithfulness. As much time has been devoted to articulation as was possible while maintaining the general progress of the pupils. More favorable conditions could not be allowed in a school where the education is carried on by signs. No doubt a school where signs are not used is more favorable for teaching articulation than our own; but

as the object of a school is to prepare the pupil for the practical duties of life, the method which best accomplishes this end will have the preference. Where the pupil's time is limited, the surest course must be followed. The education must be first secured, and if speech can be added, the more the better. The ability to speak is not education, it is not mental training; and if the time spent in learning to speak interferes with these, it cannot be afforded. Believing, as we always have, that the sign language, in connection with the manual alphabet, is the best method for educating deaf-mutes, no reason appears for dispensing with it, and no available substitute is offered. Without doubt signs can be, and have been, used to excess; but signs have their proper place, and while we should use language as much as possible in teaching, we can confidently labor to bring the sign method to its highest efficiency.

“At the same time, the value of visible speech should not be underrated. If a knowledge of the symbols is gained, and the power of combining them acquired, they seem invaluable wherever correct spoken language is to be taught to either congenital or semi-mutes. Visible speech, however, is a new method. It is but five years since it was first applied to the instruction of deaf-mutes. Earnest and able teachers are laboring to perfect it, and the future will determine what it can accomplish. In its present stage of development, it seems likely to benefit the few, rather than the many. The amount of benefit derived is variously estimated, While some people are satisfied with a few words imperfectly spoken, others consider much of the speech learned as only painful and undesirable. It is questionable to what extent it is proper to teach articulation in our institution. It should only be attempted where there is a prospect of enabling the pupil to converse intelligibly with strangers on ordinary subjects. Beyond this, at present, we cannot go. If nothing further is accomplished, the Messrs. Bell have earned the gratitude of all friends of deaf-mutes for what they have already given. Our best wishes go with all efforts made for the improvement and ultimate success of their method, and for the further benefit it may bring to deaf-mutes.

“*Time of Admission and Vacation.*”

“The time for admitting pupils is the *second Wednesday of September*, and at no other time in the year. Punctuality in this respect is very important, as it cannot be expected that the progress of a whole class should be retarded on account of a pupil who joins it after formation. Such a pupil must suffer the inconvenience and the loss.

“There is but one vacation in the year. It begins on the last Wednesday of June, and closes on the second Wednesday of September. It is expected that the pupils will spend the vacation at home. This arrangement is as desirable for the benefit of the pupils, who need the recreation and change of scene, as for the convenience of the institution, thus affording opportunity for the necessary painting, cleansing, etc.

“The pupil should be *well clothed*—that is, he should have both summer and winter clothing enough to last one year, and be furnished with a list of the various articles, each of which should be marked. A small sum of money—not less than five dollars—should also be deposited with the steward of the asylum, for the personal expense of the pupil not otherwise provided for.

“Packages of clothing, or boxes sent by express, will reach the pupils safely. *The express charges should in all cases be prepaid.*”

The committee of the Boston School thus write :—

“The committee say with confidence that the school has accomplished all that its most earnest friends could reasonably expect, and would further state that, to meet the just demands of the parents and friends of deaf children, it is desirable to establish day schools for them in every large city, so that they can be at home, rather than be sent to boarding-schools, where they are shut out from the influence of home life, which goes far to encourage them in their daily work in the school-room.

“The committee are happy to state that Boston took the initiatory step in establishing the first school of this kind in this country, and trust that when its success is more generally known, other cities will adopt a similar course. The school board of Erie, Pennsylvania, has just opened a day school for deaf-mutes, and we hope soon to hear of many others that have followed the example of Boston in her liberality in educating her children, more especially the unfortunate.

“That deaf children can go to and from school with nearly the same freedom from danger that their *hearing* brothers and sisters enjoy, is demonstrated by the fact that, during the five years since the establishment of this school, accidents to the pupils have been almost unknown. Many of them live at long distances from the school, and go to and from it without difficulty.

“Of the condition of these children when admitted to the school, few, except those intimately associated with them, can have any idea. Of course, in regard to a knowledge of a spoken or written language, they are no more advanced than infants of a few months old. Gestures are their only means of communicating their wants or under-

standing the wishes of others concerning them. The consequent difficulties under which the poor children labor cannot be fully realized.

"The unhappy results of their condition are too often shown in sullen looks and violent exhibitions of temper. To give to them a common means of communication with the hearing and speaking world, and thus in a measure to lighten their burden, is one of the prime objects of our school.

"Many persons infer, from the meagre and false ideas of uneducated deaf children, that they do not possess average mental capacity, and cannot, therefore, receive much instruction. One of our own pupils remarked that she did not like the term deaf-mute, because she thought that to many persons it was synonymous with idiot. On the other hand, there are those who believe that the loss of one sense stimulates the others to greater action. Both of these extreme notions are wrong. The simple fact is this, that, in the majority of cases, if the child could hear, it would be found equal to the other members of its family.

"A prominent educator of deaf-mutes has said, 'The first five or six years in a deaf-mute's school life must be mainly devoted to the study of language,—to obtaining the key that unlocks to him the stores of human learning as contained in books.'

"The method of teaching articulation by means of visible speech, which was introduced into this school by Prof. A. Graham Bell, in April, 1871, has been successfully used, and with the most satisfactory results. To him and to his father, Prof. A. Melville Bell, the inventor of this thoroughly scientific system, are due the most grateful consideration for bringing forward that which promises to be the greatest blessing to those unfortunates who are deprived of one of the senses which conduces most largely to human happiness. The continued interest in our school manifested by Prof. A. Graham Bell is most gratefully appreciated by the committee.

"Since the adoption of the system of visible speech by our school, it has been introduced into the Clarke Institution at Northampton, the American Asylum at Hartford, Conn., the Jacksonville Institution, Ill., the National College for Deaf-Mutes at Washington, and St. Mary's Institution, Buffalo, New York.

"The labor of teaching is greater and more wearing than by the sign system. No one who has not witnessed the work can anticipate or appreciate the difference in the two methods.

"The teacher must give close and constant attention and be ever on the alert to detect mistakes in the articulation of the pupils, and to represent accurately, by means of the symbols, the sounds which the children do give, as well as those which it is desired they should utter. Great patience and enthusiasm on the part of the teacher are necessary,

besides the possession of peculiar qualifications in addition to those required in teaching other pupils. She also needs a knowledge of vocal physiology, as well as an accurate ear. The necessity of frequent repetition renders the instruction wearisome to both pupil and teacher, and requires tact on the part of the latter to keep up the interest of the children in what to them is too often mere drudgery. They cannot, of course, appreciate the future benefits to result from it. To many teachers success in this work would be unknown."

Attention is invited to the following extracts from the annual report of the Clarke Institution:—

"The general arrangement in respect to buildings differs from that of other institutions for the deaf. In other schools, all are quartered in one large building; school-rooms, chapels, dormitories, dining-hall, and play-rooms are under one roof. We have one building for the chapel and school-rooms, another for the girls' residence, where both sexes meet for their meals, and another for the boys. This plan is undoubtedly more expensive than the other system, both in the first cost and in the current expenses; but we believe this is more than overbalanced by greater safety from fire, and by the great advantage of furnishing most of the pupils with separate rooms, instead of gathering them into one large dormitory."

"The list of the deaf-mutes of Massachusetts, which was partially prepared by Mr. Sanborn a year ago, has received additions, and is now kept at our institution. We trust that all who have any knowledge of deaf persons, not included in the list, will inform us, and any inquiries will be answered by addressing the Clarke Institution. According to this list, there are over seventy-five children in our own State who are not under any proper instruction.

"The system of Mr. Bell has been carried on successfully during the past year, and is still regarded as a very valuable auxiliary to our method of instruction. The progress of the school in mental culture, and articulation, though without any marked characteristics, is believed to compare favorably with that of former years.

"We have never referred to the religious exercises of the school, and hence some persons have supposed we had nothing of the kind; but all who have attended these exercises have found them among the most interesting of the school. All the older pupils gather every morning in the chapel, where a short passage of the Scriptures is explained and applied, followed by extempore prayer. With the younger pupils, there is a shorter and simpler devotional exercise. On the Sabbath, the older pupils are assembled for worship. The service commences with the reading of a portion of the beautiful liturgy of

the Episcopal church. All rise and repeat the selection aloud ; hymns are read and repeated in the same way, from a collection prepared for the purpose. Then the little congregation are addressed by the teacher, seated before her—every eye intent upon her face ; these young souls receive through her the lessons of a Father's kindness and a Savior's love. Literally from her lips comes the message of love and redemption. She speaks precisely as she would had all present the ability of hearing possessed by herself. Yet these pupils understand the message, and there is true, though, to them, silent worship.

"The cabinet shop has been in operation the whole year. Twelve of the older boys have spent three hours there each day, and have made great proficiency ; seven younger boys have worked an hour and a half each day. The work in the shop makes a part of the training of the boys. In expectation of no pecuniary profit, as the result of their labor, we believe it will help forward their general education, and will contribute towards preparing them for future usefulness.

"A convention of the instructors and friends of the deaf-mutes of this country and of Canada was held at Belleville, Ontario, in July last. This Institution was represented by its President, Mr. Sanborn, the Principal, and Miss Jones. The exercises were all of deep interest, and exceedingly gratifying to the friends of the deaf. The discussions at this meeting developed the fact that articulation is taught to a greater or less extent, in most of the schools, and even where it is not taught, increased attention is paid to the instruction of the pupils by language. Dr. Peet, the able principal of the school for the deaf at New York, reported at the convention that for two years he had been training a class without the use of signs in the school-room, but simply by the manual alphabet and writing, and with better results than by the old method ; also that he was preparing a book auxiliary to his new method of instruction.

"Terms and Vacations.

"There are two terms in the year, of twenty weeks each ; the first commencing on the third Wednesday of September with a vacation of four weeks in winter ; the second commencing on the first Wednesday of March, with a summer vacation of eight weeks. Pupils cannot spend the vacations at school. It is desirable to have applications for admission for the succeeding year made as early as June. The year begins on the third Wednesday of September. None will be admitted at any other time, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

"The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one

of which should be marked, and also with paper, envelopes and stamps. A small sum of money, not less than five dollars, should be deposited with the principal, each term, for incidental expenses."

TEACHERS' INSTITUTES.

During the year, eight sessions of Teachers' Institutes have been held, at the following places and times :—

| | | | | | | No. in attendance. |
|-------------------------------|------|-----|---|---|---|-----------------------|
| At Nantucket, commencing | Oct. | 7, | . | . | . | 40 |
| Cohasset, " | Oct. | 14, | . | . | . | 60 |
| Sandisfield, " | Oct. | 19, | . | . | . | 50 |
| Cheshire, " | Oct. | 21, | . | . | . | 130 |
| Templeton, " | Oct. | 28, | . | . | . | 125 |
| Northfield, " | Nov. | 4, | . | . | . | 120 |
| Leominster, " | Nov. | 18, | . | . | . | 130 |
| Ipswich, " | Dec. | 3, | . | . | . | 45 |

These Institutes were conducted on a plan differing from that which has heretofore been followed, in two respects, to wit : in the time devoted to each, and in the number of instructors employed. Owing to the failure of the legislature to furnish the means required by law to be furnished, it was decided to employ only the Agents of the Board and the principals of the Normal Schools, and to reduce the time of each Institute to two full days and three evenings. On the whole, I am so well satisfied with the result of the experiment as confidently to advise a further trial of it.

Heretofore, a serious obstacle in the way of the highest degree of success, has been the failure to secure the constant attendance of a class during the week. While the whole number present has been large, the number attending more than two or three days has been much smaller. The effect of holding the Institute for a shorter time has been to give a degree of uniformity to the class highly favorable to successful work. So long as attendance upon the Institutes is entirely voluntary, and not, as in other States, required, I am strongly inclined to the opinion that the shorter time is quite as likely to give good results as the longer.

Moreover, I have found myself gradually coming to the conclusion that the Teachers' Institute must, at no distant date, give place to other agencies.

Including the Boston School, we have six Normal Schools of the first class, besides the Normal Art-School, and their pupils are teaching in far the larger portion of our cities and towns, as will be shown on another page. Moreover, many of the cities and larger towns have established Training Schools, or classes, as a means of preparing the graduates of their High Schools for home work. These schools and classes are doing far more efficient and thorough work in the education of teachers, than the Institutes can be expected to do; they are steadily growing in favor with the people. Others will be called for, and their increase will keep pace with the demand for educated teachers. Of course, instrumentalities of a fugitive nature will give place to permanent institutions.

I am satisfied, also, that the time has fully come—indeed, it has long passed—when vastly more labor and care should be expended on a more thorough and searching supervision than have hitherto been given, even to a considerable remission of labor in the Institutes, if there must be a choice between the two. I therefore recommend that a considerable share of the sum heretofore asked for the support of Institutes be expended in the employment of competent agents of sufficient number to visit all the towns and schools in the Commonwealth annually, for a period long enough, at least, to test and make manifest to the people the value of such an instrumentality.

NORMAL SCHOOLS.

At no time since my official connection with them, have the State Normal Schools been in a more satisfactory condition than now. The school buildings of the four older schools have been enlarged and greatly improved, so that 200 pupils can be accommodated in each, instead of 120 as before, thus allowing at comparatively small cost an increase of 320 pupils, an addition of two-thirds of the original number. And the schools are rapidly filling. The Salem School is already full, having more than 230 pupils. The classes entering the schools at the beginning of the school-year, in September last, were larger than ever before, notwithstanding the fact that nearly 100 offered themselves for admission at the new school in Worcester, of whom nearly 80 were admitted.

The enlargement of the boarding-house at Bridgewater was completed early in the year, and is now occupied by nearly 130 pupils.

The new boarding-house at Westfield was completed in July last, and dedicatory services were held in connection with the annual examination, at which General Banks gave an able and eloquent address. A bountiful collation in the new hall, furnished by the citizens, fitly closed the exercises of the day.

The hall is admirably adapted to its purpose. It is difficult to conceive of one no more expensive than this, with better arrangements and appointments in every necessary particular, for the quiet, comfort and healthfulness of the boarder, and the economical conduct of all its affairs.

It has a capacity for 130 pupils, and is now occupied by 100.

The marked event of the year in the history of our Normal School system, has been the addition to the number of the school at Worcester. This school was opened for pupils on Tuesday, the 15th of September, when, as already stated, nearly 100 young people, of both sexes,—for it is designed for both,—sought admission, and 74 were admitted to the first class.

The new building was dedicated on Friday of the previous week, an able and most fitting address being given by ex-Governor Emory Washburn, a native of Worcester County, and for the most of his active life an honored resident of the city, and always an earnest co-laborer with her distinguished citizens in the great cause of popular education.

I have great pleasure in calling attention to Governor Washburn's address, which is printed in an Appendix to this Report.

The building stands on a beautiful eminence in the easterly part of the city, and within five minutes' walk of the new station-house now building for the use of all the railroads which enter the city. It is built of stone, quarried near by, with granite facings. In its simple, but grand, proportions, and especially in its well-nigh perfect adaptation to its high purposes, it is alike an ornament to the city and an honor to the Commonwealth. It will easily accommodate 250 pupils. I can hardly doubt that when the whole number of classes are formed the house will be filled.

The five schools have now a capacity for 1,050 pupils. As already suggested, when these are filled others will be called for, and one after another established, until—and that at no very distant day—not less than 2,000 pupils will be found in them.

The following table, collated from the returns for 1873-4, shows the number of Normal School teachers employed in the several counties of the State in 1873-4:—

| COUNTIES. | No. of Towns. | No. of Teachers. | COUNTIES. | No. of Towns. | No. of Teachers. |
|-------------------|---------------|------------------|------------------|---------------|------------------|
| Barnstable, . . . | 11 | 18 | Nantucket, . . . | 1 | 2 |
| Berkshire, . . . | 26 | 70 | Norfolk, . . . | 17 | 80 |
| Bristol, . . . | 17 | 80 | Plymouth, . . . | 23 | 91 |
| Essex, . . . | 29 | 178 | Suffolk, . . . | 4 | 489 |
| Franklin, . . . | 16 | 53 | Worcester, . . . | 44 | 124 |
| Hampden, . . . | 19 | 116 | | | |
| Hampshire, . . . | 17 | 58 | | | |
| Middlesex, . . . | 44 | 307 | Totals, . . . | 268 | 1,666 |

From the above table it will appear that Dukes County is the only one in which no Normal teachers were employed.

In 268 of the 340 towns in the State there were employed 1,666 Normal teachers, which lacks a fraction of being 20 per cent. of the whole "number of different persons employed as teachers in Public Schools" (8,715), during the year, and the demand for such teachers is rapidly and constantly increasing. Adams employed 20; Fall River, 18; Gloucester, 12; Lynn, 27; Peabody, 18; Salem, 40; Montague, 12; Springfield, 21; Westfield, 38; Northampton, 12; Cambridge, 72; Framingham, 14; Lowell, 40; Malden, 16; Natick, 17; Newton, 23; Somerville, 10; Bridgewater, 14; Brockton, 12; Boston, 466; Chelsea, 17; Northbridge, 13; Worcester, 16.

Thus we are slowly, but surely, I believe, approaching the fulfilment of the purpose for which Levi Lincoln, as governor, and Dwight Foster, William B. Calhoun and Henry Dwight Marsh, as legislators, nearly fifty years ago urged the establishment of the Massachusetts School Fund, to wit: That TEACHERS' SEMINARIES MIGHT BE ESTABLISHED IN EVERY COUNTY IN THE COMMONWEALTH.

AGENTS.

The same Agents have been employed as in the year before : Mr. Walton in the western counties, Mr. Phipps, the General Agent, in the others, and Mr. Smith, as director of art-education, in the cities and large towns when his services have been called for, in the Teachers' Institutes, the Normal Schools, and more especially in the Normal Art-School, of which he is principal.

As before stated, Messrs. Phipps and Walton were also constantly engaged in the Teachers' Institutes during their continuance, besides doing much work in making the necessary preparations for them. The reports of each are printed herewith, and I invite special attention to them as furnishing the best data for forming a correct judgment respecting the annual progress made in educational matters.

Most earnestly do I desire that the number of these officers may be at least doubled the present year. I know of no other means so effective for spreading much needed information, and for impressing the best and most advanced thought on educational topics ; for giving counsel in respect to the right organization of schools ; the best courses of study and methods of teaching. Reports will not do it ; occasional addresses, however powerful and fervent, will not do it ; journals of education will fail to accomplish it. It is only by the voice and presence of the living agent, with knowledge and ability to instruct, and enthusiasm to give inspiration, that the people, absorbed in their several callings, can be brought into a true and hearty sympathy and co-operation with the claims of popular education, and the measures devised for its advancement.

SCHOOL LAWS.

Turning from the discussion of other topics, I propose, with your consent, to devote the remainder of the space properly occupied by this report, to a revised statement of the laws relating to Public Schools, with a brief commentary.

Soon after the publication of the General Statutes, Mr. Boutwell published as a part of the Twenty-fourth Report of the Secretary of the Board, the school laws as then just revised, with a valuable commentary. This report gave valuable aid to

the teachers and to all persons having the supervision of the schools. The edition becoming exhausted, a pamphlet edition of the school laws was published in 1867, embracing all the amendments made up to the time of publication, without note or comment, except that references to the early amendments, to the Acts and Resolves previous to the General Statutes, and to the decisions of the supreme court, were noted in the margin.

Although a large edition was printed, it is now exhausted; moreover, numerous and important changes in the laws have been made in the interim, making it difficult to ascertain the state of the laws in many important particulars, so that there is an urgent demand for another revised edition. To meet this demand is the main business of this Report.

In preparing this edition I have endeavored to incorporate the amendments with the text of the several chapters, wherever this could be done without a change of the language of the amendment; when this was not practicable, the amendment is printed as a whole immediately following the section or sections to which it applies. In either case the new matter is enclosed in brackets, thus [], with marginal references to chapter quoted and the date thereof.

Following each chapter will be found brief comments upon the more important sections, taken in considerable part from the twenty-fourth report, also enclosed in brackets.

In addition to these are the decisions of the supreme judicial court, in such cases as have arisen for adjudication. This is a new, and, I cannot but think, a valuable feature.

The comments and decisions are printed at the close of each chapter, and the several sections to which they refer are indicated by their number thus—(Sect. 4.)

Ancient Laws.

“Forasmuch as the good Education of Children is of Singular behoofe and benefit to any Commonwealth, and whereas many Parents and Masters are too indulgent and negligent of their duty in that kind;

Laws of 1642,
June 14th.

“It is Ordered, that the chosen men for managing the prudentials of every Town, in the several Precincts and quarters where they dwell,

shall have a vigilant eye over their neighbors, to see, First that none of them shall suffer so much Barbarism in any of their families, as not to endeavor to teach, by themselves or others, their Children and Apprentices, so much learning as may enable them to read perfectly the English tongue, and a knowledge of the Capital Laws, upon penalty of twenty shillings for each neglect therein."

"It being one chiefe project of thatould deluder, Sathan, to keepe men from the knowledge of the Scriptures, as in former times by keeping them in an unknowne tongue, so in these latter times by perswading from the use of tongues, that so at least the true sence and meaning of the originall might be clouded by false glosses of saint seeming deceivers, that learning may not be buried in the grave of our fathers in the church and commonwealth, the Lord assisting our endeavors

"It is therefore ordered, that every township in this jurisdiction, after the Lord hath increased them to the number of 50 householders, shall then forthwith appoint one within their towne to teach all children as shall resort to him to write and read, whose wages shall be paid either by the parents or masters of such children, or by the inhabitants in generall, by way of supply, as the major part of those that order the prudentials of the towne shall appoint; provided those that send their children be not oppressed by paying much more than they can have them taught in other townes;—And it is further ordered that where any towne shall increase to the number of 100 families or householders they shall set up a grammar schoole, the master thereof being able to instruct youth so farr as they may be fited for the university; provided that if any towne neglect the performance hereof above one yeare, every such towne shall pay 5^s to the next schoole till they shall perform this order."

Constitution of Massachusetts.

Provisions Relating to Schools.

[Chap. 5, Sect. 2.]

"Wisdom, and knowledge, as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties; and as these depend on spreading the opportunities and advantages of education in the various parts of the country, and among the different orders of the people, it shall be the duty of legislatures and magistrates, in all future periods of this Commonwealth, to cherish the interests of literature and the sciences, and all seminaries of them; especially the university at Cambridge, public schools and grammar schools in the towns; to encourage private societies and public insti-

Duty of legislatures and magistrates in all future periods.

tutions, rewards and immunities, for the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and a natural history of the country; to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and frugality, honesty and punctuality in their dealings; sincerity, good humor, and all social affections, and generous sentiments among the people."

[Amendments, Art. 18.]

"ART. XVIII. All moneys raised by taxation in the towns and cities for the support of public schools, and all moneys which may be appropriated by the State for the support of common schools, shall be applied to, and expended in, no other schools than those which are conducted according to law, under the order and superintendence of the authorities of the town or city in which the money is to be expended; and such moneys shall never be appropriated to any religious sect for the maintenance exclusively of its own school."

School money
not to be ap-
plied for sec-
tarian schools.

The foregoing amendment has received a judicial construction by the supreme court, so important in its bearings upon questions constantly arising, that I give, in addition to the reporter's abstract of the opinion of the court, the principal facts of the case presented for adjudication. (See *Jenkins and others v. Inhabitants of Andover and others*, 103 Mass. Rep., p. 94.)

The facts are in brief as follows:—Benjamin H. Punchard, an inhabitant of Andover, made the following bequest in his last will: "The residue of my property, not exceeding fifty thousand dollars, I give and bequeath to the town of Andover, for the purpose of founding a free school, forty thousand dollars for a permanent fund for the support of said school, and ten thousand dollars for the necessary buildings, etc. . . . Said school shall be under the direction of eight trustees, of whom the rector of Christ Church to be one, also the ministers of the South Parish and West Parish to be members also, the remaining five to be chosen by the inhabitants of Andover in town meeting, to serve for three years, two of whom to be taken from Christ Church Parish, two from the South Parish Society, and one from the West Parish Society; said school to be free for all youths resident in Andover, under the restrictions of the trustees as to age and qualifications; no sectarian

influence to be used in the school, the Bible to be in daily use, and the Lord's prayer, in which the pupils shall join audibly with the teacher in the morning at the opening; the said trustees also to determine and decide whether the school shall be for males only, or for the benefit of both sexes; said school to be located in the South Parish of Andover, and to be free to all the parishes equally." The will was proved in 1850. The persons designated as trustees were incorporated in 1851, and the school established. The town was released from its obligations to maintain a High School, the purpose being that the Punchard Free School should be to the people a High School such as the statutes required.

The school-house was burned, and by vote in town meeting, the inhabitants procured the enactment of the following :—

[Chap. 396, Laws, 1869.]

"SECT. 1. The town of Andover is hereby authorized to raise by taxation and to appropriate a sum not exceeding twenty-five thousand dollars, to aid the trustees of the Punchard Free School in erecting and furnishing a suitable edifice to be used and occupied in place of a high school for said town; also, to raise and appropriate annually, a sum not exceeding two thousand dollars, in any one year to aid in defraying the annual expenses of said Punchard Free School.

"SECT. 2. Said town shall hereafter have and exercise a perpetual right to choose a majority of the board of trustees of said school, and said school shall be under the order and superintendence of said trustees, and they shall perform all the duties and exercise all the powers in relation to said Punchard Free School, now performed and exercised by the general school committee in relation to the public schools of said town.

"SECT. 3. Said Punchard Free School shall at all reasonable times be open to the inspection and examination of the general school committee of said town, that they may ascertain its condition and management, and they shall include a report thereof in their annual report to the town. They shall also have the right to recommend for admission to said school such pupils of the public schools as they may deem qualified therefor."

Under the authority granted by this Act, at a town meeting July 6, 1869, the following votes were passed :—

"Voted, That it is expedient that the town aid in rebuilding the Punchard Free School.

“ *Voted*, That the town aid the trustees of the Punchard Free School in rebuilding their school-house recently destroyed by fire, to an amount not exceeding the sum of twenty-five thousand dollars, said aid to be furnished said trustees under the direction of a committee of five to be appointed by the selectmen, who shall see that the rights of the town in the property of said house be sufficiently secured.

“ *Voted*, That the money hereby appropriated be raised by loan, and paid in instalments by taxation of not more than five thousand dollars and the interest in any one year, unless the town shall otherwise order.”

In an action brought by certain parties against the inhabitants of Andover and others for an injunction to restrain from doing or attempting to do anything under or by virtue of the above votes, it was decided by the supreme court that—

“ A town has no authority independently of statute law ; nor, under the eighteenth article of amendment of the Constitution of the Commonwealth, can take authority by statute, to raise by taxation and appropriate money to support a school, as a public school, which is founded by a charitable bequest that vests the order and superintendence of it in trustees, who, though a majority of them are to be chosen by the inhabitants of the town, yet are limited to be members of certain religious societies.

“ The statute of 1869, chapter 396 is unconstitutional and invalid, so far as it purports to authorize the town of Andover to raise by taxation and appropriate money to aid the trustees of the Punchard Free School to build a school-house ‘ to be used and occupied in place of a high school for said town,’ and to aid in defraying the annual expenses of said school.”

The injunction was made perpetual.

Laws Relating to Public Schools.

Of Public Instruction and Regulations Respecting Children.

CHAPTER 34.—Of the Board of Education.

CHAPTER 35.—Of Teachers' Institutes and Associations.

CHAPTER 36.—Of the School Funds.

CHAPTER 37.—Of State Scholarships.

CHAPTER 38.—Of the Public Schools.

CHAPTER 39.—Of School Districts.

CHAPTER 40.—Of School Registers and Returns.

CHAPTER 41.—Of the Attendance of Children in the Schools.

CHAPTER 42.—Of the Employment of Children and Regulations respecting them.

CHAPTER 34.—*Of the Board of Education.*

SECTION

1. Board of education, how organized; term of office; vacancies.
2. May take grants, devises, etc., in trust for educational purposes; to pay all moneys to treasurer.
3. Shall prescribe form of school registers, and of blanks for returns; transmit abstract of returns, and report to legislature.
4. May appoint secretary, who shall make abstracts, collect and diffuse information, etc.
5. Secretary shall suggest improvements,

SECTION

- visit different places, collect books, receive reports, &c.
6. Secretary shall give notice and attend meetings, and collect information, etc.
7. Shall send blank forms and reports to clerks of towns and cities.
8. Compensation of secretary, and expenses of office.
9. Board may appoint agents to make inquiry, etc.
10. Expenses of board, how paid.
11. Assistant state librarian may act as clerk.

SECT. 1. The board of education shall consist of the governor and lieutenant-governor, and eight persons appointed by the governor with the advice and consent of the council, each to hold office eight years from the time of his appointment, one retiring each year in the order of appointment; and the governor, with the advice and consent of the council, shall fill all vacancies in the board which may occur from death, resignation, or otherwise.

SECT. 2. The board may take and hold to it and its successors, in trust for the Commonwealth, any grant or devise of lands, and any donation or bequest of money or other personal property, made to it for educational purposes; and shall forthwith pay over to the treasurer of the Commonwealth, for safe keeping and investment, all money and other personal property so received. The treasurer shall from time to time invest all such money in the name of the Commonwealth, and shall pay to the board, on the warrant of the governor, the income or principal thereof, as it shall from time to time require; but no disposition shall be made of any devise, donation, or bequest, inconsistent with the conditions or terms thereof. For the faithful management of all property so received by the treasurer he shall be responsible upon his bond to the Commonwealth, as for other funds received by him in his official capacity.

SECT. 3. The board shall prescribe the form of registers to be kept in the schools, and the form of the blanks and inquiries for the returns to be made by school committees; shall annually on or before the third Wednesday of January lay before the legislature an annual report containing a printed abstract of said returns, and a detailed report of all the doings of the board, with such observations upon the condition and efficiency of the system of popular education, and such suggestions as to the most practical means of improving and extending it, as the experience and reflection of the board dictate.

Board of education, how organized; term of members; vacancies.

May take grants, etc., in trust for educational purposes, etc.
Duty of treasurer.

Shall prescribe form of school registers, and blanks for returns, etc.

SECT. 4. The board may appoint its own secretary, who, under its direction, shall make the abstract of school returns required by section three; collect information respecting the condition and efficiency of the public schools and other means of popular education; and diffuse as widely as possible throughout the Commonwealth information of the best system of studies and method of instruction for the young, that the best education which public schools can be made to impart may be secured to all children who depend upon them for instruction.

May appoint secretary, who shall make abstracts, etc.

SECT. 5. The secretary shall suggest to the board and to the legislature, improvements in the present system of public schools; visit, as often as his other duties will permit, different parts of the Commonwealth for the purpose of arousing and guiding public sentiment in relation to the practical interests of education; collect in his office such school-books, apparatus, maps and charts, as can be obtained without expense to the Commonwealth; receive and arrange in his office the reports and returns of the school committees; and receive, preserve, or distribute, the state documents in relation to the public school system.

Secretary shall suggest improvements, etc.

SECT. 6. He shall, under the direction of the board, give sufficient notice of, and attend such meetings of teachers of public schools, members of the school committees of the several towns, and friends of education generally in any county, as may voluntarily assemble at the time and place designated by the board; and shall at such meetings devote himself to the object of collecting information of the condition of the public schools of such county, of the fulfilment of the duties of their office by members of the school committees of all the towns and cities, and of the circumstances of the several school districts in regard to teachers, pupils, books, apparatus, and methods of education, to enable him to furnish all information desired for the report of the board required in section three.

Shall give notice and attend meetings, etc.

SECT. 7. He shall send the blank forms of inquiry, the school registers, the annual reports of the board, and his own annual report, to the clerks of the several towns and cities as soon as may be after they are ready for distribution.

Secretary shall send forms and reports to town clerks, etc.

SECT. 8. [He shall receive an annual salary of three thousand dollars, and also the sum of four hundred dollars in full compensation for travelling expenses to be paid out of the moiety of the school fund applicable to educational purposes] and all postages and other necessary expenses arising in his office, shall be paid out of the treasury in the same manner as those of the different departments of the government.

Compensation of secretary, and expenses of office. 1867, 276.

SECT. 9. The board may appoint one or more suitable agents to visit the several towns and cities for the purpose of inquiring into the condition of the schools, conferring with teachers and committees, lecturing upon subjects connected with education, and in general of giving and receiving information upon subjects connected with education, in the same manner as the secretary might do if he were present.

Board may appoint agents to make inquiry, etc.

SECT. 10. The incidental expenses of the board, and the expenses of the members thereof incurred in the discharge of their official duties, shall be paid out of the treasury, their accounts being first audited and allowed.

Expenses of board, how paid.

SECT. 11. The assistant librarian of the state library shall act when necessary as clerk of the board.

Clerk.

(SECT. 1.)

[“As the Board of Education is constituted,” says Secretary Boutwell in the Twenty-fourth Annual Report, “it is at once conservative and progressive. The governor and lieutenant-governor are annually elected, and they are the immediate representatives of popular sentiment. The eight permanent members are appointed by the governor, with the consent of the council, and they are usually selected for their ability, integrity and interest in the subject of education. They also represent the popular sentiment, but in such a manner that changes in public opinion must be well considered before a change of policy can be secured. On the one hand, the Board of Education can never become indifferent to the public judgment, nor, on the other hand, is it liable to be suddenly affected by a movement which is temporary in its character. As in no other State or country have the facilities for public education been so good during the last quarter of a century as in Massachusetts, so in no other State or country has there existed a department of the government, charged with the duty of superintending public schools, that combined in so high a degree the statesman-like qualities of power, conservation and progress.”]

[The following is a complete list of the members of the Board from its organization to the present time. The persons are named in the order of their appointment, or connection with the Board, and they represent the various religious denominations, learned professions, and political parties:—]

Names of Members of the Board since its Establishment in 1837.

James G. Carter.
Emerson Davis.
Edmund Dwight.
Horace Mann.
Edward A. Newton.
Robert Rantoul, Jr.
Thomas Robbins.
Jared Sparks.

[Originally appointed in 1837.]

George Putnam.
Charles Hudson.
George N. Briggs.
William G. Bates.
John W. James.
Elisha Bartlett.
Heman Humphrey.
Stephen C. Phillips.
Barnas Sears.
Edwin H. Chapin.
Henry B. Hooker.
Stephen P. Webb.
Thomas Kinnicutt.
Joseph W. Ingraham.
John A. Bolles.
George B. Emerson.
Charles K. True.
Mark Hopkins.

Edward Otheman.
Isaac Davis.
Alexander H. Vinton.
George S. Boutwell.
Henry Wheatland.
Hosea Ballou.
Ariel Parish.
Cornelius C. Felton.
Alonzo H. Quint.
William A. Stearns.
Russell Tomlinson.
Erastus O. Haven.
David H. Mason.
John P. Marshall.
Emory Washburn.
Abner J. Phipps.
James Freeman Clarke.
William Rice.
John D. Philbrick.
Samuel T. Seelye.
George D. Wilde.
Gardiner G. Hubbard.
Alonzo A. Miner.
Henry Chapin.
Constantine C. Esty.
Edward B. Gillett.
Phillips Brooks.
Christopher C. Hussey.

EX OFFICIIS.

Governors.

Edward Everett.
Marcus Morton.
John Davis.
George N. Briggs.
George S. Boutwell.
John H. Clifford.
Emory Washburn.
Henry J. Gardner.
Nathaniel P. Banks.
John A. Andrew.
Alexander H. Bullock.
William Claflin.
William B. Washburn.
William Gaston.

Lieutenant-Governors.

George Hull.
Henry H. Childs.
John Reed.
Henry W. Cushman.
Elisha Huntington.
William C. Plunkett.
Simon Brown.
Henry W. Benchley.
Eliphalet Trask.
John Z. Goodrich.
John Nesmith.
Joel Hayden.
William Claflin.
Joseph Tucker.
Thomas Talbot.
Horatio G. Knight.

(SECT. 3.)

[The Board of Education have annually submitted to the legislature a report of their doings and of the condition of the schools in the State. It has contained extracts from the reports of the committees of the several cities and towns, and an abstract of the annual returns. These returns have given the valuation and population of each town, the appropriations for schools, the wages of teachers, the attendance of children; and, in fine, every needed fact for the information of the legislature and the public. By the aid of these abstracts it is easy for any person to form an accurate opinion concerning the schools of the Commonwealth. Graduated tables are also prepared, which show the relative standing of the several municipalities, and these tables have been used with wonderful power to bring up the indifferent towns to the proper performance of their duty. The school returns first required by law in 1826 (chap. 143, § 8), and especially the establishment of the school fund in 1834, had wrought a favorable change, but the reformation did not really commence until the establishment of the Board of Education. There was not a ready acquiescence in the last measure, and it was not adopted without serious opposition. But the establishment of the school fund and the organization of the Board of Education have led to a complete revolution in the educational condition of the State. It is not easy to realize the nature and extent of the changes that have taken place. Previous to 1834, many towns entirely neglected to institute systematic superintendence of the schools; and it is not known that a school committee's report had been read in open town meeting before the year 1830. Concord claims the honor of leading in this custom.]

(SECT. 4.)

[Under the authority to appoint a Secretary, the Board of Education elected Horace Mann, who continued in office twelve years, and prepared the first twelve annual reports. His successor, Barnas Sears, held office seven years, and prepared the annual reports from the thirteenth to the nineteenth, inclusive. The twentieth, twenty-first, twenty-second and twenty-third reports were prepared by George S. Boutwell, the third Secre-

tary of the Board.] The subsequent volumes have been prepared by the present Secretary.

(SECT. 9.)

[The authority conferred by the ninth section was first given to the Board of Education in 1851, and twice renewed, in 1853 and 1857. The commissioners and the legislature charged with the revision of the General Statutes, saw fit to give to these transitory enactments the form of permanent law.

The nature of the duties assigned to the agents, and the manner of their performance, were fully set forth by Dr. Sears, in the Fourteenth, Sixteenth and Eighteenth Annual Reports of the Secretary of the Board of Education, and by Mr. Boutwell in the Twentieth Annual Report.

The reasons for the continuance of the agency all remain in force, and the experience of the entire period demonstrates the utility of the work performed. The plan of labor has from time to time been changed. Of late years it has been the custom for the agents to spend a day in each town visited. The forenoon, when practicable, is devoted to an examination of schools; in the afternoon the agent holds a meeting, upon the plan of a teachers' institute, for the purpose of conference with teachers and committees, and the presentation and illustration of methods of instruction; and in the evening, the agent delivers a lecture upon the general subject of education.

Its importance is due to the fact that our system of education is a popular one, and that our schools will, in the main, represent the popular ideas. Hence it is important to elevate the public sentiment to that degree that every improved method of teaching will be readily received. While our Normal Schools, Teachers' Institutes, teachers' associations, and the educational press are furnishing accomplished and progressive teachers, and presenting better ideas of the work, it is of the first importance to prepare the public mind to welcome and appreciate the labors of those who are able to do best.]

CHAPTER 35.—*Of Teachers' Institutes and Associations.*

SECTION

1. Board of education to arrange for meeting of teachers' institutes.
2. Expenses of, how paid.

SECTION

3. Board to regulate length of session and expense.

SECT. 1. When the board of education is satisfied that fifty teachers of public schools desire to unite in forming a teachers' institute, it shall, by a committee of its body, or by its secretary, or, in case of his inability, by such person as it may delegate, appoint and give notice of a time and place for such meeting, and make suitable arrangements therefor.

Teachers' institutes, meetings of.

SECT. 2. To defray the necessary expenses and charges, and procure teachers and lecturers for such institutes, the governor may draw his warrant upon the treasurer for a sum not exceeding [four] thousand dollars per annum, to be taken from that portion of the income of the school fund not apportioned for distribution to the several cities and towns for the support of public schools.

Expenses of, how paid.
1846, 99, §§ 2, 3.
1854, 300, §§ 3, 4.
Resolves, 1850, 65.
1870, 298, § 1.

SECT. 3. The board may determine the length of time during which a teachers' institute shall remain in session, and what portion, not exceeding three hundred and fifty dollars, of the sum provided for in the preceding section shall be appropriated to meet the expenses of any such institute; and the board, its secretary, or any person by it duly appointed, may draw upon the treasurer therefor.

Length of, and expense.

[Chap. 58, 1864, substituted for Sections 4 and 5.]

[SECT. 1.] When a county association of teachers and others, holds an annual meeting of not less than two days, for the express purpose of promoting the interests of public schools, it shall receive twenty-five dollars from the Commonwealth.

When meetings are held, county associations to receive \$25 a year.

SECT. 2. Upon the certificate, under oath, of the president and secretary of such association to the governor, that a meeting has been held in accordance with the provisions of the preceding section, he shall draw his warrant in favor of such association, for the sum aforesaid.

To be paid on certificate, etc.

SECT. 3. The fourth and fifth sections of the thirty-fifth chapter of the General Statutes are hereby repealed.]

Repeal.

(SECTIONS 1, 2 and 3.)

[The Act to establish Teachers' Institutes was passed in 1846. (Stat. 1846, chap. 19.) But four institutes were held in 1845.

These were voluntary meetings, under the direction of Mr. Mann.

The Act of 1846 authorized the Board of Education to appoint an institute whenever assurance should be given that not less than seventy teachers of Common Schools desired to assemble, and to remain in session for a period not less than ten days.

The appropriation was twenty-five hundred dollars per annum, and two hundred dollars for each institute. Since 1846, appropriations have annually been made by our legislature for the support of Teachers' Institutes, varying in the amount appropriated, and in some of the restrictions and limitations of the original Act establishing them. The essential features of the existing Act are: There must be reason to expect an attendance of at least fifty teachers of Public Schools, to justify the appointment of a time and place for holding an institute; an amount not exceeding four thousand dollars may be used to defray the necessary expenses and charges, and procure teachers and lecturers for the institutes, and of this sum, a portion, not exceeding three hundred and fifty dollars, may be used for each institute.

It seems proper to call the attention of school committees to the importance of the institute to those teachers who are in their service. Difficulties have arisen occasionally, between teachers and committees in regard to time used by the former in attendance upon the sessions of the institute. The first obligation is no doubt upon the teachers who are to qualify themselves for the skilful performance of their labors; but it is also true that a city or town that is enjoying the services of competent teachers, who are employed by the year, can well afford to allow such persons to spend a week in the institute, without pecuniary loss to themselves.

In the face of considerable honest criticism, the institute has thus far sought to suggest the best means of teaching the elements of the principal branches studied in the Common Schools. In consequence of the improved qualifications of teachers generally, it may not be necessary to pursue this policy rigidly hereafter. It cannot, however, be entirely abandoned, and the public may ever abide in the belief that he who can teach the elements in a proper manner, may easily become a teacher in all science and literature.]

As a matter of interest, and for purposes of reference, the following alphabetical list of the 155 different towns, where 242 institutes have been held in our State since they were commenced, in 1845, with the year of each session, is here presented, from the Report of the General Agent for 1874:—

- Acton, 1861.
Adams, 1848, 1855, 1858.
Adams, North, 1869.
Amherst, 1852.
Amesbury Mills, 1863.
Andover, 1846, 1866.
Ashburnham, 1855.
Athol, 1848, 1854, 1868.
Attleboro', 1849, 1851, 1862, 1873.
Ayer, 1871.
Barnstable, 1851, 1857, 1872.
Barnstable (Hyannis), 1849, 1856.
Barre, 1854, 1872.
Becket, 1865.
Bedford, 1857.
Belchertown, 1868.
Bernardston, 1858, 1872.
Beverly, 1870.
Billerica, 1859, 1868.
Blackstone, 1851, 1870.
Boston, 1852.
Brewster, 1850, 1855.
Bridgewater, 1845, 1855, 1863.
Brimfield, 1860.
Brookfield, 1857.
Cambridge, 1852.
Charlemont, 1847, 1870.
Charlestown, 1852.
Chatham, 1845, 1860.
Chelsea, 1855.
Cheshire, 1874.
Chester, 1872.
Chicopee, 1852.
Clinton, 1866.
Cohasset, 1874.
Concord, 1847.
Conway, 1853, 1864.
Cummington, 1862, 1873.
Dana, North, 1870.
Dartmouth, South, 1864.
Dedham, 1859.
Deerfield, 1852.
Dennis, East, 1864.
Dennis, South, 1867.
Dudley, 1865.
Easthampton, 1863.
Easton, North, 1867.
Edgartown, 1848, 1861
Fairhaven, 1858.
Fall River, 1852, 1866.
Falmouth, 1850, 1861, 1868.
Fitchburg, 1845, 1850, 1862.
Foxboro', 1857.
Framingham, 1850, 1857.
Franklin, 1854.
Gardner, South, 1858.
Gloucester, 1872.
Grafton, 1846.
Great Barrington, 1847, 1859.
Greenfield, 1849, 1863.
Groton, 1849, 1856.
Hadley, 1850, 1864.
Hadley, South, 1867.
Hardwick, 1859.
Harwich, 1846.
Hatfield, 1865, 1873.
Haverhill, 1853, 1858, 1869.
Hingham, 1868.
Hinsdale, 1869.
Holliston, 1852.
Holmes' Hole, 1869.
Holyoke, 1862.
Hopkinton, 1854.
Hubbardston, 1849, 1860.
Ipswich, 1874.
Kingston, 1856.
Lancaster, 1854.
Lawrence, 1851, 1862.
Lee, 1846, 1854, 1864.
Leicester, 1863.
Lenox, 1850.
Leominster, 1852, 1857, 1874.
Littleton, 1855.
Longmeadow, 1863.
Lowell, 1852, 1867.
Lunenburg, 1853.
Malden, 1853.
Mansfield, 1854.
Marlboro', 1856, 1867, 1871.
Maynard, 1873.
Medway, 1850, 1871.
Medway, West, 1863.
Middleboro', 1853.
Milford, 1850, 1858, 1861.
Millbury, 1853.
Monson, 1850, 1870.
Montague, 1855, 1870.
Nantucket, 1853, 1874.

Natick, 1853, 1864, 1870.
 Needham, 1867.
 New Bedford, 1853.
 Newburyport, 1854.
 New Marlboro', 1866.
 Newton, 1851, 1864.
 New Salem, 1846, 1873.
 Northampton, 1857, 1869.
 Northborough, 1851, 1860.
 North Bridgewater, 1868.
 North Brookfield, 1852, 1859.
 Northfield, 1874.
 Norton, 1857.
 Orange, 1866.
 Orleans, 1853, 1861.
 Oxford, 1853.
 Pepperell, 1850, 1866.
 Petersham, 1851.
 Pittsfield, 1845, 1851, 1854, 1857, 1871.
 Plymouth, 1850.
 Provincetown, 1858, 1869.
 Quincy, 1847.
 Randolph, 1854, 1865.
 Roxbury, 1852, 1854.
 Royalston, 1851.
 Rutland, 1855.
 Salem, 1854.
 Salisbury (Mills), 1873.
 Sandisfield, 1874.
 Sandwich, 1849, 1871.
 Sheffield, 1852, 1861.

Shelburne Falls, 1861, 1868.
 Shrewsbury, 1855.
 Southbridge, 1851, 1872.
 Stoughton, 1851, 1866.
 Sunderland, 1848.
 Swampscott, 1865.
 Taunton, 1846, 1865.
 Templeton, 1853, 1874.
 Townsend, 1859.
 Truro, 1857.
 Uxbridge, 1862.
 Waltham, 1860.
 Ware, 1851, 1856, 1864, 1873.
 Webster, 1859.
 Wakefield, 1872.
 Wellfleet, 1859, 1871.
 Westboro', 1858.
 Westfield, 1855.
 Westford, 1863.
 West Newbury, 1871.
 West Stockbridge, 1873.
 Weymouth, 1861.
 Wilbraham, 1861.
 Williamsburg, 1856.
 Williamstown, 1862, 1872.
 Winchendon, 1856, 1867.
 Woburn, 1852.
 Worcester, 1852, 1854.
 Wrentham, 1852.
 Yarmouth, 1855, 1862, 1865.

The annual meetings of the county associations of teachers are not under the control of the state authorities, though the Secretary, Agents and members of the Board of Education are often present. The appropriation has led to the formation of societies that are interested in the improvement of the Public Schools, and there is no doubt that the Commonwealth derives an adequate return for the outlay.

CHAPTER 36.—*Of the School Funds.*

MASSACHUSETTS SCHOOL FUND.

SECTION

1. School fund, how invested. Income only to be used.
2. Half the income to be distributed for support of common schools. Appropriations for other educational purposes to be paid from other half. Surplus to be added to principal.

SECTION

3. Apportioned for schools by secretary and treasurer. When towns are not entitled to share.
4. Income received by towns to be applied for support of schools therein.
5. Appropriations for Indians. Account to be rendered. (Repealed.)

INDIAN SCHOOL FUND.

SECTION

6. Indian school fund, how applied, etc. (Repealed.)

TODD NORMAL SCHOOL FUND.

SECTION

7. Todd fund, how applied.

Massachusetts School Fund.

SECT. 1. The present school fund of this Commonwealth, together with such additions as may be made thereto, shall constitute a permanent fund, to be invested by the treasurer, with the approbation of the governor and council, and called the "Massachusetts School Fund"; the principal of which shall not be diminished, and the income of which, including the interest on notes and bonds taken for sales of Maine lands and belonging to said fund, shall be appropriated as hereinafter provided.

School fund,
how invested.
Income only to
be used.
R. S. 11, §§ 13,
14.

[Amendment.]

[The secretary of the board of education and the treasurer and receiver-general shall be commissioners whose duty shall be to invest and manage the Massachusetts school fund, and report annually to the legislature the condition and income thereof. All new investments of said fund, or any part of the same, shall be made with the approval of the governor and council.]

1866, 53, § 1.

[Amendments to Sections 2 and 3.]

[SECT. 1. One-half of the annual income of the Massachusetts school fund shall be apportioned and distributed for the support of public schools without a specific appropriation, and in the manner following, to wit: Each town complying with all laws in force relating to the distribution of said income, and whose valuation of real and personal estate, as shown by the last returns thereof, does not exceed one million dollars, shall annually receive two hundred dollars; each town complying as aforesaid, whose valuation is more than one million, and does not exceed three million dollars, shall receive one hundred and fifty dollars; and each town complying as aforesaid, whose valuation is more than three millions, and does not exceed five million dollars, shall receive one hundred dollars. The remainder of said moiety, after the division above provided, shall be distributed to all the towns and cities of the Commonwealth whose valuation does not exceed ten million dollars, in proportion to the number of persons belonging to each, between five and fifteen years of age.]

Income, how
distributed.

1874, 348.

SECT. 2. All money appropriated for other educational purposes, unless otherwise provided in the act appropriating the same, shall be paid from the other half of said income. If the income in any year exceeds such appropriations, the surplus shall be added to the principal of said fund.]

[SECT. 1. The third section of the thirty-sixth chapter of the General Statutes is hereby amended, so that the income of the Massachusetts school fund, appropriated to the support of public schools, which shall have accrued on the thirty-first day of December in each year, shall be apportioned by the secretary and treasurer in the manner provided in said section, and paid over by the treasurer to the treasurers of the several cities and towns, on the twenty-fifth day of January thereafter, instead of the times named in said section ; and so much of said section as is inconsistent with the provisions of this act is hereby repealed.]

Income of school fund payable to cities and towns, January 25. By whom, and when. 1867, 98, § 1.

[Chap. 142, 1865.]

[SECT. 1. No apportionment and distribution of the annual income of the school fund, as provided by the second and third sections of chapter thirty-six of the General Statutes, shall be made to any town or city which has not complied with the requisitions of the *first* and *second* sections of chapter *thirty-eight*, and the *fifth* and *sixth* sections of chapter *forty* of the General Statutes, and of any amendments to either of said sections ; or which has not raised by taxation for the support of schools, during the school year embraced in the last annual returns, including only wages and board of teachers, fuel for the schools, and care of fires and school-rooms, a sum not less than three dollars for each person between the ages of five and fifteen years, belonging to said town or city on the first day of May of said school year.]

Conditions on which income of school fund is apportioned to cities and towns. Not less than \$3 so to be raised. 1865, 142, § 1.

SECT. 4. The income of the school fund received by the several cities and towns shall be applied by the school committees thereof to the support of the public schools therein ; but said committees may, if they see fit, appropriate therefrom any sum, not exceeding twenty-five per cent. of the same, to the purchase of books of reference, maps and apparatus for the use of said schools.

Income received by towns, how applied.

[Sections 5 and 6 repealed.]

1870, 350.

The Normal School Fund.

SECT. 7. The income of the Todd fund shall be paid by the treasurer of the Commonwealth on the warrant of the governor to the board of education, to be by them applied to specific objects in connection with the normal schools not provided for by legislative appropriation.

Todd fund, how applied.

(SECT. 4.)

[Under the fourth section of this chapter the money distributed by the State is held by the treasurers of the respective towns, subject to the order of the school committee of each. Three-fourths of the income must be applied by the committees to the support of schools, and the whole may be. The income received from the State is not subject to a vote of the town.

Under this section, it becomes the duty of each town treasurer to open an account with the school committee, and to hold the fund received from the State, subject to their order.]

(SECT. 7.)

[The Todd fund now amounts to \$12,100, and the income is devoted to teaching music and the payment of lecturers in the several departments of natural science. It is well known that Mr. Todd did not intend to relieve the State of its duty to provide for the general support of the schools, and hence the Board have so used the income as to enlarge the opportunities of the pupils, and furnish instruction in those departments for which provision has not been made by the Commonwealth.]

1866, 210.

[Chapter 37, of State Scholarships, repealed.]

CHAPTER 38.—*Of the Public Schools.*

PUBLIC SCHOOLS.

SECTION

1. Each town to have school six months in a year. Branches to be taught.
2. High school in towns of five hundred families. Branches taught. Duration of school. Towns of four thousand inhabitants. Number of families, how ascertained.
3. High school districts in adjacent towns, how established.
4. Committee, how chosen. Powers.
5. —to determine location of school-house.
6. Expenses apportioned.
7. Schools may be maintained for those over fifteen years of age.
8. —under superintendence of school committee.
9. Female assistants.
10. Duty of instructors in colleges, etc.
11. —of ministers and town officers.
12. Towns to raise money for schools.
13. Funds of corporations for supporting schools, not affected, etc.
14. Forfeiture for neglect to raise money, etc.

SECTION

15. Three-fourths of, to be appropriated to schools.
16. School committee, how chosen. Number; term of service.
17. Vacancies, how filled.
18. When whole committee decline; new committee, how elected.
19. Term of service of person filling vacancy.
20. On election of new board, certain duties of old to continue.
21. Committee, how increased or diminished.
22. —records of; secretary.
23. Committee to contract with teachers, unless, etc.
24. Instructor to receive and file certificate. When and how paid.
25. —may be dismissed. Compensation to cease.
26. Examinations and visits by committee.
27. Bible to be read in schools. Sectarian books excluded.
28. Committee to direct what books to be used. Change of books, how made, etc.
29. —to procure books, apparatus, etc.

SECTION

30. —for certain scholars at expense of town.
31. Expense of books so supplied to be taxed to parents, etc.
32. If parents unable to pay, tax may be omitted.
33. Duty of committee where school is for benefit of whole town.
34. Compensation of committee.
35. Superintendent of schools, appointment, duties and compensation.

SCHOOL-HOUSES.

SECTION

36. Towns not districted, to maintain school-houses, etc.
37. Location of school-houses.
38. Land may be taken for school-house lots, etc.
39. Owner of land may have jury. Proceedings. Damages and costs.
40. Committee of town not districted to have charge of school-houses.
41. Provisions of chapter to apply to cities, except, etc.

SECT. 1. In every town there shall be kept, for at least six months in each year, at the expense of said town, by a teacher or teachers of competent ability and good morals, a sufficient number of schools for the instruction of all the children who may legally attend public school therein, in orthography, reading, writing, English grammar, geography, arithmetic, (*drawing*,) the history of the United States, and good behavior. Algebra, vocal music, (*agriculture*,) physiology and hygiene shall be taught by lectures or otherwise, in all the public schools in which the school committee deem it expedient.

Each town to have school six months in a year.
Branches taught.
R. S. 23, § 1.
1859, 263.
1862, 7, § 1.
1870, 245.

[Any city or town may, and every city and town having more than ten thousand inhabitants shall, annually, make provision for giving free instruction in industrial or mechanical drawing to persons over fifteen years of age, either in day or evening schools, under the direction of the school committee.]

Drawing classes in cities.
1870, 248.

SECT. 2. Every town may, and every town containing five hundred families or householders shall, besides the schools prescribed in the preceding section, maintain a school to be kept by a master of competent ability and good morals, who, in addition to the branches of learning before mentioned, shall give instruction in general history, book-keeping, surveying, geometry, natural philosophy, chemistry, botany, the civil polity of this Commonwealth and of the United States, and the Latin language. Such last-mentioned school shall be kept for the benefit of all the inhabitants of the town, ten months at least, exclusive of vacations, in each year, and at such convenient place, or alternately at such places in the town, as the legal voters at their annual meeting determine. And in every town containing four thousand inhabitants, the teacher or teachers of the schools required by this section, shall, in addition to the branches of instruction before required, be competent to give instruction in the Greek and French languages, astronomy, geology, rhetoric, logic, intellectual and moral science, and political economy.

High schools in towns of 500 families.
Branches taught.

Duration of school.
Towns of 4,000 inhabitants.
16 Mass. 141.
11 Cush. 178.
98 Mass. 589.

[Amendments.]

[Any town which shall maintain the school required to be maintained by the second section of chapter thirty-eight of the General Statutes, not less than thirty-six weeks, exclusive of vacations in each year, shall not be liable to the forfeiture provided in section first, chapter one hundred and forty-two of the laws of the year eighteen hundred and sixty-five, for non-compliance with the requisitions of the aforesaid second section.] (See chap. 36, sect. 3, 2d amendment.)

High school 36
weeks.
1866, 208, § 2.

[In order to ascertain that any town is subject to the requirement of *section second, chapter thirty-eight* of the General Statutes, the number of families or householders thereof shall be determined by the latest public census which shall have been taken, by the authority either of this Commonwealth or of the United States.]

No. of families,
how ascertain-
ed.
1868, 226, § 1.

SECT. 3. Two adjacent towns, having each less than five hundred families or householders, may form one high school district, for establishing such a school as is contemplated in the preceding section, when a majority of the legal voters of each town, in meeting called for that purpose, so determine.

High school
district in ad-
jacent towns,
how establish-
ed.
103 Mass. 99.

SECT. 4. The school committees of the two towns so united shall elect one person from each of their respective boards, and the two so elected shall form the committee for the management and control of such school, with all the powers conferred upon school committees and prudential committees.

Committee,
how chosen.
Powers.

SECT. 5. The committee thus formed shall determine the location of the school-house authorized to be built by the towns forming the district, or if the towns do not determine to erect a house, shall authorize the location of such school alternately in the two towns.

—to determine
location of
school-house.

SECT. 6. In the erection of a school-house for the permanent location of such school, in the support and maintenance of the school, and in all incidental expenses attending the same, the proportions to be paid by each town, unless otherwise agreed upon, shall be according to its proportion of the county tax.

Expenses ap-
portioned.

[Two or more towns may unite in establishing union schools for the accommodation of such contiguous portions of each as shall be mutually agreed upon, when a majority of the legal voters in each town, in meetings called for that purpose, so determine.

Union schools
in towns with-
out districts.
1868, 278.

In providing for the management and control of said school; in determining the location of said school-houses, or of the schools; in apportioning the expenses of erecting such school-houses, and of the

support and maintenance of said school, with all expenditures incident to the same, all proceedings shall be governed by the provisions of the fourth, fifth and sixth sections of the thirty-eighth chapter of the General Statutes.]

SECT. 7. Any town may establish and maintain, in addition to the schools required by law to be maintained therein, schools for the education of persons over (*twelve*) years of age; may determine the term or terms of time in each year, and the hours of the day or evening during which said school shall be kept; and appropriate such sums of money as may be necessary for the support thereof.

Schools may be maintained for those over 12 years of age. 1869, 305.

SECT. 8. When a school is so established, the school committee shall have the same superintendence over it as they have over other schools; and shall determine what branches of learning may be taught therein.

—under superintendence of committee.

[The city council of any city, and any town, may establish and maintain one or more industrial schools, and raise and appropriate the money necessary to render them efficient. Such schools shall be under the superintendence of the board of school committee of the city or town wherein they are established, and such board shall employ the teachers, prescribe the arts, trades and occupations to be taught in such schools, and shall have the general control and management thereof: *provided*, that in no case shall the expense of any such school exceed the appropriation specifically made therefor; and *provided*, that nothing in this act contained shall authorize the school committee of any city or town to compel any scholar to study any trade, art or occupation, without the consent of the parent or guardian of such scholar, and that attendance upon any such school shall not take the place of the attendance upon public schools required by law.]

Industrial schools. 1872, 86.

SECT. 9. In every public school, having an average of fifty scholars, the school district or town to which such school belongs shall employ one or more female assistants, unless such district or town, at a meeting called for the purpose, votes to dispense with such assistant.

Female assistants.

SECT. 10. It shall be the duty of the president, professors and tutors of the university at Cambridge and of the several colleges, of all preceptors and teachers of academies, and of all other instructors of youth, to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction, the principles of piety and justice, and a sacred regard to truth; love of their country, humanity and universal benevolence; sobriety, industry, and frugality; chastity, moderation and temperance; and those other virtues which are the

Duty of instructors in colleges, etc. Constitution, ch. 5, § 2. 12 Allen, 127.

ornament of human society and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above-mentioned virtues, to preserve and perfect a republican constitution, and secure the blessings of liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices.

SECT. 11. It shall be the duty of the resident ministers of the gospel, the selectmen, and the school committees, to exert their influence, and use their best endeavors, that the youth of their towns shall regularly attend the schools established for their instruction.

Duty of ministers and town officers.
101 Mass. 143.

SECT. 12. The several towns shall, at their annual meetings, or at a regular meeting called for the purpose, raise such sums of money for the support of schools as they judge necessary; which sums shall be assessed and collected in like manner as other town taxes.

Towns to raise money for schools.
10 Met. 513.

SECT. 13. Nothing contained in this chapter shall affect the right of any corporation, established in a town, to manage any estate or funds given or obtained for the purpose of supporting schools therein, or in any wise affect such estate or funds.

School funds of corporations not affected, etc.

SECT. 14. A town which refuses or neglects to raise money for the support of schools, as required by this chapter, shall forfeit a sum equal to twice the highest sum ever before voted for the support of schools therein. A town which refuses or neglects to choose a school committee to superintend said schools (or to choose prudential committees in the several districts, when it is the duty of the town to choose such prudential committee), shall forfeit a sum not less than five hundred nor more than one thousand dollars, to be paid into the treasury of the county.

Forfeiture for neglect to raise money, etc.

SECT. 15. Three-fourths of any forfeiture paid into the treasury of the county under the preceding section, shall be paid by the treasurer to the school committee, if any, otherwise to the selectmen of the town from which it is recovered, who shall apportion and appropriate the same to the support of the schools of such town, in the same manner as if it had been regularly raised by the town for that purpose.

—three-fourths of, appropriated to schools.

SECT. 16. Every town shall, at the annual meeting, choose, by written ballots, a board of school committee, which shall have the general charge and superintendence of all the public schools in town. Said board shall consist of any number of persons divisible by three, which said town has decided to elect, one-third thereof to be elected

School committee, how chosen, etc.
23 Pick. 225.
5 Cush. 207.
10 Allen, 149.
12 Allen, 127.
101 Mass. 143.
105 Mass. 475.

annually, and continue in office three years. If a town fails or neglects to choose such committee, an election at a subsequent meeting shall be valid.

[No person shall be deemed to be ineligible to serve upon a school committee by reason of sex.]

Women eligible,
1874, 389.

SECT. 17. If any person elected a member of the school committee, after being duly notified of his election in the manner in which town officers are required to be notified, refuses or neglects to accept said office, or if any member of the board declines further service, or, from change of residence or otherwise, becomes unable to attend to the duties of the board, the remaining members shall, in writing, give notice of the fact to the selectmen of the town, or to the mayor and aldermen of the city, and the two boards shall thereupon, after giving public notice of at least one week, proceed to fill such vacancy; and a majority of the ballots of persons entitled to vote shall be necessary to an election.

Vacancies,
how filled.

SECT. 18. If all the persons elected as members of the school committee, after such notice of their election, refuse or neglect to accept the office, or having accepted, afterwards decline further service, or become unable to attend to the duties of the board, the selectmen or the mayor and aldermen shall, after giving like public notice, proceed by ballot to elect a new board, and the votes of a majority of the entire board of selectmen, or of the mayor and aldermen, shall be necessary to an election.

When whole
committee de-
cline; new
committee, how
elected.

SECT. 19. The term of service of every member elected in pursuance of the provisions of the two preceding sections, shall end with the municipal or official year in which he is chosen, and if the vacancy which he was elected to fill was for a longer period, it shall, at the first annual election after the occurrence of the vacancy, be filled in the manner prescribed for original elections of the school committee.

Term of ser-
vice of person
filling vacancy.

[The term of office of members of the school committee *in cities*, where no different provision has been heretofore specifically made, shall commence at the same time, from year to year, as is now provided in regard to members of the several city councils, anything in the twentieth section of the thirty-eighth chapter of the General Statutes to the contrary notwithstanding.]

Term of office
in cities.
1865, 134.

SECT. 20. All members of the school committee shall continue in office for the purpose of superintending the winter terms of the several schools, and of making and transmitting the certificate, returns, and reports of the committee, notwithstanding the election of any successor at the

On election of
new board, cer-
tain duties of
old to con-
tinue.

annual meeting ; but for all other duties, the term of office shall commence immediately after election.

SECT. 21. Any town may, at the annual meeting, vote to increase or diminish the number of its school committee. Such increase shall be made by adding one or more to each class, to hold office according to the tenure of the class to which they are severally chosen. Such diminution shall be made by choosing, annually, such number as will in three years effect it, and a vote to diminish shall remain in force until the diminution under it is accomplished.

Committee,
how increased
or diminished.

SECT. 22. The school committee shall appoint a secretary, and keep a permanent record book, in which all its votes, orders and proceedings shall by him be recorded.

Records of;
secretary.

SECT. 23. The school committee, unless the town at its annual meeting determines that the duty may be performed by the prudential committee, shall select and contract with the teachers of the public schools ; shall require full and satisfactory evidence of the good moral character of all instructors who may be employed ; and shall ascertain, by personal examination, their qualifications for teaching and capacity for the government of schools.

To contract
with teachers,
unless, etc.
9 Allen, 94.
98 Mass. 587.

SECT. 24. Every instructor of a town or district school shall, before he opens such school, obtain from the school committee a certificate in duplicate of his qualifications, one of which shall be deposited with the selectmen before any payment is made to such instructor on account of his services ; and upon so filing such certificate, the teacher of any public school shall be entitled to receive, on demand, his wages due at the expiration of any quarter, or term longer or shorter than a quarter, or upon the close of any single term of service, subject to the condition specified in section thirteen of chapter forty.

Teachers to re-
ceive and file
certificate.
When and
how paid.

SECT. 25. The school committee may dismiss from employment any teacher whenever they think proper, and such teacher shall receive no compensation for services rendered after such dismissal.

May be dis-
missed, etc.
9 Allen, 94.

[Substituted for Section 26.]

[Section twenty-six of chapter thirty-eight of the General Statutes, is amended to read as follows : The school committee, or some one or more of them, for the purpose of organizing and making a careful examination of the schools, and of ascertaining that the scholars are properly supplied with books, shall visit all the public schools in the town on some day during the first week after the opening of such schools, and also on some day

Examinations
and visits by
committee.
1873, 292, § 2.

during the two weeks preceding the close of the same ; and shall also for the same purposes visit, without giving previous notice thereof to the instructors, all the public schools in the town once in a month, and they shall, at such examinations, inquire into the regulation and discipline of the schools, and the habits and proficiency of the scholars.]

[Substituted for Section 27.]

[SECT. 1. The school committee shall require the daily reading of some portion of the Bible, without written note or oral comment, in the public schools, but they shall require no scholar to read from any particular version, whose parent or guardian shall declare that he has conscientious scruples against allowing him to read therefrom, nor shall they ever direct any school books calculated to favor the tenets of any particular sect of Christians, to be purchased or used in any of the public schools.]

Bible to be read in schools without note or comment. Version not to be compulsory. Sectarian books excluded. 1862, 57. 12 Allen, 127.

SECT. 28. The school committee shall direct what books shall be used in the public schools, and no change shall be made in said books except by the unanimous consent of the whole board, unless the committee consists of more than nine, and questions relating to school books are intrusted to a sub-committee. In that case, the consent of two-thirds of the whole number of said sub-committee, with the concurrent vote of three-fourths of the whole board, shall be requisite for such change. If any change is made, each pupil then belonging to the public schools, and requiring the substituted book, shall be furnished with the same, by the school committee, at the expense of said town.

School books, change of, how made, etc.

[Amendments to Section 28.]

[In any city in which the school committee consists of more than eighteen persons, a change may be made in the school books used in the public schools in such city, by a majority of the whole committee, at a legal meeting of said committee ; notice of such intended change shall be given at a previous meeting thereof.]

School books. Change, how made. 1863, 126.

[In any town or city in this Commonwealth, in which the school committee consists of less than twelve, a change may be made in the school books in the public schools in such town or city, by a vote of two-thirds of the whole committee, at a meeting of said committee, notice of such intended change having been given at a previous meeting of said committee.]

1867, 155.

[School committees, in addition to the duties set forth in section twenty-eight of chapter thirty-eight of the General Statutes, shall prescribe, as far as is practicable, a course of studies and exercises to be pursued in the public schools.]

Course of study to be prescribed. 1873, 292.

SECT. 29. The school committee shall procure, at the expense of the city or town, a sufficient supply of text-books for the public schools, and give notice where they may be obtained. Said books shall be furnished to the pupils at such prices as merely to re-imburse the expense of the same. The school committee may also procure, at the expense of the city or town, such apparatus, books of reference, and other means of illustration as they deem necessary for the schools under their supervision, in accordance with appropriations therefor previously made.

Committee to procure text-books, apparatus, etc.
13 Pick. 229.

SECT. 30. If any scholar is not furnished by his parent, master or guardian, with the requisite books, he shall be supplied therewith by the school committee at the expense of the town.

For certain scholars at expense of town.

SECT. 31. The school committee shall give notice in writing to the assessors of the town of the names of the scholars supplied with books under the provisions of the preceding section, of the books so furnished, the prices thereof, and the names of the parents, masters or guardians, who ought to have supplied the same. The assessors shall add the price of the books to the next annual tax of such parents, masters or guardians; and the amount so added shall be levied, collected and paid into the town treasury, in the same manner as the town taxes.

Expense of books so supplied to be taxed to parents, etc.

SECT. 32. If the assessors are of opinion that any parent, master or guardian, is unable to pay the whole expense of the books so supplied on his account, they shall omit to add the price of such books, or shall add only a part thereof, to his annual tax, according to their opinion of his ability to pay.

If parents unable to pay, tax may be omitted.

[Amendment to Section 32.]

[SECT. 1. Any city by an ordinance of the city council, and any town by legal vote, may authorize the school committee to purchase text-books for use in the public schools, said text-books to be the property of the city or town, and to be loaned to pupils under such regulations as the school committee may provide.]

Text-books furnished by cities and towns and loaned to pupils.
1873, 106.

SECT. 33. In any town containing five hundred families in which a school is kept for the benefit of all the inhabitants as before provided, the school committee shall perform the like duties in relation to such school, the house where it is kept, and the supply of all things necessary therefor, as the prudential committee may perform in a school district.

Duty of committee where school is for benefit of whole town.

SECT. 34. The members of the school committee shall be paid in cities one dollar, and in towns (*two dollars*) and a half, each, a day, for the time they are actually employed in discharging the duties of their office, together with such additional compensation as the town or city may allow.

Compensation of committee.
1873, 157.

SECT. 35. Any town by legal vote, and any city by an ordinance of the city council, may require the school committee annually to appoint a superintendent of public schools, who, under the direction and control of said committee, shall have the care and supervision of the schools, with such salary as the city government or town may determine; and in every city in which such ordinance is in force, and in every town in which such superintendent is appointed, the school committee shall receive no compensation, unless otherwise provided by such city government or town.

Superintendent of schools, appointment, duties, etc. 1873, 108.

[Amendments to Section 35.]

[The school committee of any city or town, required to appoint a superintendent of public schools, shall have authority to determine the salary of such superintendent, anything in section thirty-five of chapter thirty-eight of the General Statutes to the contrary notwithstanding.]

School committee to determine salary. 1870, 117.

[SECT. 1. Any two or more towns may, by a vote of each, form a district for the purpose of employing a superintendent of public schools therein, who shall perform in each town the duties prescribed by law.

Towns may unite to elect superintendent, etc. 1870, 183.

SECT. 2. Such superintendent shall be annually appointed by a joint committee composed of the chairman and secretary of the school committee of each of the towns in said district, who shall determine the relative amount of service to be performed by him in each town, fix his salary, and apportion the amount thereof to be paid by the several towns, and certify the same to the treasurer of each town. Said joint committee shall, for the purposes named in this section, be held to be the agents of each town composing the district aforesaid.]

[The school committee of any city may appoint and fix the compensation of a superintendent of public schools, a majority vote of the whole board being necessary for that purpose; and in every city where a superintendent is appointed, the school committee shall receive no compensation.]

City committee may choose superintendent. 1874, 272.

[The compensation of superintendents of public schools provided for in the thirty-fifth section of the thirty-eighth chapter of the General Statutes, passed December twenty-eighth, eighteen hundred and fifty-nine, shall in no case be less than one dollar and fifty cents for each day of actual service.]

Compensation of. 1860, 101.

SECT. 36. Every town not divided into school districts shall provide and maintain a sufficient number of school-houses, properly furnished and conveniently located, for the accommodation of all the children therein entitled to attend the public schools; and the school committee, unless the town

Towns not districted to maintain school-houses, etc.

otherwise direct, shall keep them in good order, procuring a suitable place for the schools, where there is no school-house, and providing fuel and all other things necessary for the comfort of the scholars therein, at the expense of the town.

[A town which for one year refuses or neglects to comply with the requisitions of this section, shall forfeit a sum not less than five hundred nor more than one thousand dollars, under the same provisions as those made in sections fourteen and fifteen of this chapter.]

SECT. 37. Any town, at a meeting legally called for the purpose, may determine the location of its school-houses, and adopt all necessary measures to purchase or procure the land for the accommodation thereof.

Penalty.
1871, 145.

Location of
school-houses.
R. S. 23, §§ 23,
32.
1859, 252, § 4.

[Substituted for Section 38.]

[When land has been designated by a city council, town, school district, or those acting under its authority or determined upon by the mayor and aldermen of a city, or by the selectmen of a town as a suitable place for the erection of a school-house and necessary buildings, or for enlarging a school-house, or school-house lot, the mayor and aldermen, or the selectmen, may proceed to select, at their discretion, and to lay out a school-house lot or an enlargement thereof, and to appraise the damages to the owner of such land in the manner provided for laying out town ways and appraising damages sustained thereby; and upon such selection and laying out of such lot, or any enlargement thereof being accepted and adopted by the city council, or the town, the land shall be taken, held and used for the purpose aforesaid. But no lot so taken or enlarged shall exceed in the whole eighty square rods, exclusive of the land occupied by the school buildings.]

Land may be
taken for
school-house
lots.
1874, 342.
2 Gray, 414.
10 Gray, 40.
4 Allen, 508.
102 Mass. 512.

SECT. 2. Section thirty-eight of chapter thirty-eight of the General Statutes and chapter twenty-six of the acts of the year eighteen hundred and sixty-nine are hereby repealed, but such repeal shall not affect any act done, or apply to any proceedings had or commenced before this act shall take effect.]

SECT. 39. When the owner feels aggrieved by the laying out or enlargement of such lot, or by the award of damages, he may, upon application therefor in writing to the county commissioners within one year thereafter, have the matter of his complaint tried by a jury, and the jury may change the location of such lot or enlargement, and assess damages therefor. The proceedings shall in all respects be conducted in the manner provided in cases of damages by laying out highways. If the

Owner of land,
may have jury.
Proceedings.
Damages and
costs.
2 Gray, 414.

damages are increased, or the location changed, by the jury, the damages and all charges shall be paid by the town; otherwise the charges arising on such application shall be paid by such applicant. The land so taken shall be held and used for no other purpose than that contemplated by this chapter, and shall revert to the owner, his heirs or assigns, upon the discontinuance there, for one year, of such school as is required by law to be kept by the town.

SECT. 40. The school committee of a town in which the school district system has been abolished, or does not exist, shall have the general charge and superintendence of the school-houses in said town, so far as relates to the use to which the same may be appropriated.

Committee of town not districted, to have charge of school-houses.

SECT. 41. Except as may be otherwise provided in their respective charters, or acts in amendment thereof, the provisions of this chapter, so far as applicable, shall apply to cities. And the mayor and aldermen in the several cities are authorized to execute the powers given in section thirty-eight of this chapter to the selectmen and town.

Provisions of chapter to apply to cities, except, etc.

(SECT. 2.)

The power of towns to vote and grant money for the support of town schools, is not restricted to the amount that is necessary to support the schools which the first five and the sixtieth sections of chap. 23 of the Rev. Stats. [*i. e.* the first section of this chapter] require them to support, under a penalty for refusal or neglect so to do; but they have power to vote and grant money for the support of other town schools, for instruction in branches of knowledge which the Revised Statutes do not require to be taught in such schools. A town, which had raised money for the support of all the schools required by law, and had supported them, also raised money to support, and did support, a female high school, for the purpose of teaching book-keeping, algebra, geometry, history, rhetoric, mental, moral and natural philosophy, botany, the Latin and French languages, and other higher branches of knowledge than were taught in the grammar schools of the town. *Held*, that this was a town school within the meaning of the Revised Statutes, and that the money for its support was legally raised by tax. *10 Met. Reps. 508.*

(SECTIONS 7 and 8.)

If one who has been authorized by the school committee of a city to take charge of an evening school, employs a person to render needful assistance in preserving order outside of the door while the school is in session, the city is liable to pay a reasonable compensation to such person, although the committee have never acted as a body upon this particular matter; and, in such case, evidence is incompetent to show that in former years the school was under the sole control of the committee, or that the committee had rejected the claim for compensation. *10 Allen, 149.*

It appears by the latest returns that 89 schools provided for in these sections, were kept in 32 cities and towns, with an aggregate attendance of 10,199 pupils, and 444 teachers, and at an expense of \$52,238.33. Large numbers of these pupils have had no other advantages for education, and very many of them are adults.

(SECTIONS 10 and 11.)

[This beautiful provision of our state constitution has been of inestimable advantage to the State. In earlier times the university at Cambridge was the nursery of learning, virtue and religion, and in every age she has had presidents, professors and tutors, who have regarded the injunction of the people expressed in their organic law. And it may with truth be said that our instructors of youth have both taught and practised the noble virtues enumerated by the fathers of the State. Abiding under the law, the clergy are everywhere the zealous friends of education.

In nearly every town, clergymen are members of the committees, and participate in the management of the schools; but whether so intrusted or not, they are always willing to devote their time and talents for the welfare of the schools.]

(SECT. 12.)

[The duty imposed upon towns by this section, has wrought continually for the advancement of our public school system. As a necessary consequence, each town has been called every

year to consider its position and wants in connection with the schools. Taxation usually leads to a careful supervision of expenditures, and hence there has been but little extravagance or wastefulness in the towns.]

The whole amount thus raised for the school year, 1873-4, was \$4,253,211.17, making an average of \$14.74 for each child between the ages of five and fifteen years.

(SECT. 14.)

As to the liability of a town, the supreme court say:—
“The word year, as used in this statute, must be taken to be a calendar year. . . . A town, therefore, containing the required number of families or householders, would be liable to the prescribed penalty for each calendar year during which it neglected to raise money for the support of a school, such as is specified in the statute, and this penalty not being a fixed one, but being made to depend on the highest sum ever before raised by the town for the support of schools, might change each year, if the town should increase its annual appropriation for the support of schools.” *11 Cush. 178.*

(SECT. 16.)

[The school law of 1826, chapter 170, section 1, first required towns to elect a school committee. Previous to that time the election was optional.

By the statutes of 1827, chapter 143, section 5, every town was required to elect three, five or seven persons, and towns containing four thousand inhabitants were empowered to choose an additional number, not exceeding five. By the Revised Statutes (chap. 23, §§ 10 and 12) the duty was again recognized, and authority given to the larger towns to choose six additional members instead of five.

The Act of 1857, chapter 270, changed the number of members of the board and the term of office. The number was fixed at three or a multiple of three, and each member, after the first election, was to hold office three years, whereas previously the term was limited to one year. The evils of the old system had long been felt. It occasionally happened that a town would elect a board of new men upon an issue already past, or

on account of a measure whose complete effects had not been fully realized. Hence much experience was lost to the schools. The existing system gives a town an opportunity, by the election of one-third of the board each year, to express approbation or disapprobation of the school policy, while it cannot deprive the schools themselves of the experience of a majority of the members of the committee. The new system is at once democratic and conservative.]

This section declares that the board of school committee "shall have the general charge and superintendence of all the public schools in town."

Following are various decisions of the supreme court defining the power thus given :—

Chief Justice Shaw uses the following language :—"There being no specific direction how schools shall be organized ; how many schools shall be kept ; what shall be the qualifications for admission to the schools ; the age at which children may enter ; the age to which they may continue ;—these must all be regulated by the committee under their power of general superintendence."

"The power of general superintendence vests a plenary authority in the committee to arrange, classify and distribute pupils in such a manner as they think best adapted to their general proficiency and welfare. If they should judge it expedient to have a grade of schools for children from seven to ten, and another for those from ten to fourteen, it would seem to be within their authority to establish such schools. So to separate male and female pupils into different schools."

"In the absence of special legislation on this subject, the law has vested the power in the committee to regulate this system of distribution and classification ; and when this power is *reasonably* exercised, without being abused or perverted by colorable pretences, the decision of the committee must be deemed conclusive." 5 *Cush.* 207.

"The general school committee of a city or town have power, under the laws of this Commonwealth, in order to maintain the purity and discipline of the public schools, to exclude therefrom

a child whom they deem to be of a licentious and immoral character, although such character is not manifested by any acts of licentiousness or immorality within the school." 8 *Cush.* 160.

"The school committee has authority, not subject to revision if exercised in good faith, to exclude a pupil from a public school for misconduct which injures its discipline and management; and the expulsion of such a pupil from the school by a part of the committee, unanimously ratified afterwards by the full committee, is not an irregularity in the exercise of the authority, which gives the pupil a right of action against the town." 105 *Mass.* 475.

(SECTIONS 17 and 18.)

[To constitute a valid election, in case of vacancy, the person elected must have received a number of votes equal to a majority of all the persons entitled to vote. That is, if there were in a town five selectmen and five remaining members of the school committee, there would be ten persons entitled to vote; and six votes would be necessary to an election, even though only eight, or seven, or six votes should be cast. The same rule also applies when, under the authority given in the eighteenth section, the mayor and aldermen of a city, or the selectmen of a town, proceed to elect an entire board of school committee.

An article "to choose all necessary town officers," is notice only of these elections that are provided for by the standing laws. Hence it follows that vacancies occurring after the warrant for the annual election is issued, and before the election itself is held, cannot be filled at that meeting. In such case the vacancy must be filled by the conventions provided for in the seventeenth and eighteenth sections of this chapter.

The following case was recently submitted to the department. The annual meeting of a town was held on the fifth of March. Before the election of members of the school committee the meeting adjourned to the first Monday of April. About the twentieth of March a member of the school committee, whose term would have expired in 1861, resigned. On the twenty-seventh of March the remaining members of the committee and the selectmen, after giving due notice, elected a

person to fill the vacancy. At the meeting in April, it being an adjournment of the March meeting, and acting under an article in the warrant "to choose all necessary town officers," the town elected a different person to fill the vacancy. The attorney-general gave an opinion that the election by the town was not valid, and that the person elected in convention was entitled to the seat.]

(SECTIONS 23 and 24.)

"Under Gen. Stat. chap. 38, sects. 23, 24, the authority and duty of the school committee of a town are not confined to ascertaining by examination the literary qualifications of teachers selected by the prudential committee, and their capacity for the government of schools; but they are the sole judges of their qualifications in all respects to teach and govern the school for which they are selected.

"If the school committee of a town have refused to give a certificate of qualification to a person selected by the prudential committee of a school district as a teacher of its school for the winter, and the prudential committee have given notice to the school committee that they shall not employ another person, and two months of the usual time of having a winter school in the district have elapsed, the school committee may properly employ a teacher and take possession of the school-house for the purpose of establishing a school." 9 *Allen*, 94.

In *Bacheldor v. City of Salem*, the Supreme Court say:—"The school committee have the *whole power* to examine teachers, and no one can be legally a teacher in any public school, until he has received from the school committee a written certificate of his qualification."

"By this statute the committee has the power, absolutely and unconditionally, to agree upon the salaries of the teachers. There is no power given to any other men, or body of men, to contract with the teachers, and this power is given by the statute, and not by the town or city."

"The legislature have imposed on the committee the duty of seeing to it that the public schools are in a condition and of a character best calculated to advance the improvement and promote the good of the pupils. The character of the schools will depend on the character of the teachers, and the character

of the teachers will depend on the compensation. The power to fix the compensation is chiefly intrusted to the committee, for the full, appropriate, and most useful discharge of their duties. This power the legislature, for the most satisfactory and conclusive reasons, have expressly given to them."

"To say that the city is not bound to pay according to the contract of the committee, would be in effect to say, that the committee had no power to contract."

The reporter's note is as follows:—"The power conferred on school committees . . . to 'select and contract with the teachers for the town and district schools' includes the power to fix the compensation to be paid them, and to bind the town to pay the same." 4 *Cush.* 599.

"The power of the school committee to fix the compensation of the teachers of the schools of a city, and bind the city to pay the same, cannot be controlled by the city council except by voting to close the schools after they have been kept open the time required by law."

"The power given to the school committee to contract with teachers necessarily implies and includes the power to determine their salaries. And in so doing they are not restricted to the amount appropriated for the purpose by the city council. The price to be paid is as much a part of the contract as the individual who is to teach, or the school which is to be taught. The selection of a teacher depends very much upon the amount of compensation which can be offered to him. If the city council could establish the salary, it could thereby greatly narrow the range of choice, or even indirectly prevent the possibility of obtaining any suitable instructors. The city council have no control over the school committee in this respect, except by voting to close a school after it has been kept the length of time required by law.

"The school committee are an independent body, intrusted by law with large and important powers and duties; and, although every discretionary power is liable to abuse, against which no perfect safeguards can be provided, yet we are aware of no substantial reason for supposing that the power of fixing teachers' salaries is more liable to abuse by the school committee than by the city council. At all events, the interpretation of

the law to which we now adhere, was adopted many years ago (*vide* *Batchelder vs. Salem*, 4 Cush. 603), and the legislature has not seen fit to change its provisions." 98 *Mass.* 587.

(SECT. 27, amended.)

[“The school committee of a town may lawfully pass an order that the schools thereof shall be opened each morning with reading from the Bible and prayer, and that during the prayer each scholar shall bow the head, unless his parents request that he shall be excused from doing so; and may lawfully exclude from the school a scholar who refuses to comply with such order, and whose parents refuse to request that he shall be excused from doing so.”] 12 *Allen*, 127.

(SECT. 29.)

Under this section—“The school committee may either get the books on the credit of the town, or may buy them themselves and thereby make themselves creditors of the town. The requisition that the school committee shall give notice of the place where such books may be obtained, is substantially complied with, if the books are placed in the hands of the schoolmasters, with notice to the schools that they may be obtained of the masters.” 13 *Pick.* 229.

(Amendment to SECT. 32.)

The exercise of the power given by this article makes the public schools wholly FREE. So long as the poor are burdened with the expense of text-books, the schools are far from being free schools to their children. Wherever the plan has been adopted, the results have been satisfactory, especially in making a large saving of expense to the whole town, as well as a very grateful relief to those who are ill able to meet the expense of purchasing books for their children.

(SECT. 38.)

“Selectmen, who, on the failure of a school district to agree where to place their school-house, have determined the location thereof, pursuant to Rev. Stat. chap. 23, § 30, and Stat. 1848, chap. 237, § 1, cannot proceed to lay out the land and assess

damages to the owner, without seven days' notice to him in writing; nor, *it seems*, until he has refused to sell the land or demanded an unreasonable price.

"*It seems* that the owner of land taken for a school-house lot under Stat. 1848, chap. 237, 'in the same way and manner as is provided for laying out town ways,' has no such right to remove trees or fences as the owner of land taken for a town way has by Stat. 1848, chap. 98."

"*It seems* that the receipt, by the owner of land taken for a school-house lot, of the damages awarded him by the selectmen pursuant to Stat. 1848, chap. 287, § 1, estops him to object to the irregularity of their proceedings in taking the lot." 2 Gray, 414.

"*Held*, that it is not a sufficient designation of land by the town to authorize the selectmen to select out of it a school-house lot, under Stat. 1848, chap. 237.

"*It seems* that a notice that the selectmen, in accordance with a vote of the town, will, on a certain day lay out and assess damages for the taking of a lot of land, but not stating that it is for a school-house, is insufficient."

At a meeting called "to see if the town will authorize the selectmen to select at their discretion a school-house lot," it was voted, "that the selectmen be and they are hereby authorized to select at their discretion a school-house lot and lay out the same from the land of H. heretofore selected by the town." *Held*, that this is not a sufficient designation of land by the town to authorize the selectmen to select out of it a school-house lot.

"A town which, against the owner's will, illegally takes a lot of land for a school-house lot and erects a school-house thereon, cannot be allowed anything for improvements, under the Rev. Stats. chap. 101, §§ 19, 20." 10 Gray, 40.

"The tender of the appraised value of land selected and laid out as a school-house lot, if the owner lives out of the Commonwealth, may be made to the person left by him in possession of the land, and, who, for some purposes, is his agent." 4 Allen, 508.

"The owner of land taken for a school-house may waive the notice and tender required by the Gen. Stat. chap. 38, §

38, and, on the trial of a writ of entry brought by him to recover the land, the question whether he has done so is for the jury.

"It is no defence to a writ of entry against a town, that the tenants have taken the demanded premises for a school-house by virtue of proceedings, under the Gen. Stat. chap. 38, commenced since the bringing of the action." *102 Mass. 512.*

CHAPTER 39—Of School Districts.

SCHOOL DISTRICTS.

SECTION

1. Districts, how formed, when re-organized.
2. To be corporations for certain purposes.
3. May be abolished, etc.
4. Towns to vote on abolitions of.
5. Secretary to notify towns, etc., to insert in warrant concerning.
6. Corporate powers of, to continue for certain purposes.
7. Prudential committee in each district. Duties.
8. May be chosen by the districts.
9. To consist of three persons in certain cases.
10. Vacancies in, how filled.
11. Prudential committee, duties of, to be performed by town committee, when, etc.
12. If district does not establish school, town committee may, etc.
13. District meetings, selectmen, etc., may issue warrants for.
14. Manner of warning.
15. Districts may prescribe mode of calling.
16. Clerk to be chosen, and sworn, keep records, etc.
17. Liable only for want of integrity. District, when liable.
18. Districts may raise money for school-houses; may fix site.
19. Towns may provide school-houses at the common expense.
20. Selectmen to determine site, in case, etc.
21. Penalty on school district for not providing school-house.
22. Personal and real estate, where taxed.
23. Manufacturing corporations, where taxed.
24. Non-residents, where taxed.
25. Same subject.

SECTION

26. School taxes assessed like town taxes.
27. Assessors to issue warrants to collectors.
28. Money raised to be at disposal of committees.
29. If district refuses to raise money, town may order it.
30. If district neglects to organize, school committee may provide, etc.
31. Collectors to proceed as in collecting town taxes.
32. Treasurer to have like powers, etc.
33. Compensation of assessors, etc.
34. Abatement of taxes.

UNION DISTRICTS.

35. Union districts, how formed, etc.
36. First meeting. Subsequent meetings. Location of house.
37. Clerk, how chosen, etc.
38. Assessments, how made.
39. Prudential committees, how constituted. Powers and duties, etc.
40. Usual schools maintained.
41. School committees, powers and duties of.

CONTIGUOUS SCHOOL DISTRICTS IN ADJOINING TOWNS.

42. Contiguous districts in adjoining towns may unite.
43. Union not formed without consent of districts, etc.
44. United districts may be separated.
45. Meetings of, how called.
46. Prudential committee to be chosen, etc.
47. Money raised, to be in proportion, etc.
48. How assessed.
49. School committees of adjoining towns to officiate in turns.

SECT. 1. Towns may provide for the support of schools without forming school districts; or may, at a meeting called for the purpose, divide into such districts and determine the limits thereof; but shall not, oftener than once in ten years from the second day of May, eighteen hundred

Districts.
23 Pick. 70.
4 Cush. 250.
10 Cush. 418.
4 Gray, 250.
7 Gray, 411.

and forty-nine, be districted anew so as to change the taxation of lands from one district to another having a different school-house.

[The provision of section one of chapter thirty-nine of the General Statutes, authorizing towns to divide into school districts, shall not be applicable to any town which has [abolished] or shall hereafter abolish the school districts therein by virtue of the provisions of the *third* and *fourth* sections of said chapter.]

SECT. 2. A school district shall be a body corporate so far as to prosecute and defend in all actions relating to the property or affairs of the district, and may take and hold, in fee simple or otherwise, any estate real or personal given to or purchased by the district for the support of a school or schools therein.

§ 1 not to apply in town abolishing districts under §§ 3, 4. 1867, 54.

To be corporations, etc. 13 Mass. 193. 6 Met. 197, 546. 10 Met. 464.

SECT. 3. A town may, at any time, abolish the school districts therein, and shall thereupon forthwith take possession of all the school-houses, land, apparatus and other property owned and used for school purposes, which such districts might lawfully sell and convey. The property so taken shall be appraised under the direction of the town, and at the next annual assessment thereafter, a tax shall be levied upon the whole town, equal to the amount of said appraisal; and there shall be remitted to the tax-payers of each district the said appraised value of its property thus taken. Or the difference in the value of the property of the several districts may be adjusted in any other manner agreed upon by the parties in interest.

May be abolished, etc. 1850, 286, § 1. 1852, 199. See § 19. 13 Allen, 163. 97 Mass. 425.

SECT. 4. Every town divided into school districts shall, at the annual meeting in the year eighteen hundred and sixty-three, and every third year thereafter, vote upon the question of abolishing such districts.

Towns to vote on abolition of.

SECT. 5. The secretary of the Commonwealth, on the recurrence of a year when the vote thus required is to be had, shall seasonably notify thereof the selectmen of the several towns, and require them, in towns retaining the school district system, to insert an article in the warrant for the annual meeting, for the purpose specified in the preceding section; and the selectmen of any town who neglect to insert such article in the warrant, when so required, shall forfeit twenty dollars.

Secretary to notify towns, etc., to insert in warrant concerning.

SECT. 6. Upon the abolition or discontinuance of any district, its corporate powers and liabilities shall continue and remain so far as may be necessary for the enforcement of its rights and duties; and the property which it possessed at the time shall be subject to all legal process against it.

Corporate powers of, to continue for certain purposes. 13 Allen, 163.

SECT. 7. Every town divided into school districts shall, at its annual meeting, choose one person, resident in each school district, to be a committee for that district, and to be called the prudential committee, who shall keep the school-house in good order at the expense of the district; and if there is no school-house, shall provide a suitable place for the school of the district at the expense thereof; shall provide fuel and all things necessary for the comfort of the scholars therein; give information and assistance to the school committee of the town to aid them in the discharge of the duties required of them; and, when the town so determines, shall select and contract with an instructor for each school in the district.

Prudential
committee in
each district.
Duties.
11 Pick. 260.
4 Cush. 599.
8 Cush. 191.
12 Gray, 61.
100 Mass. 132.

SECT. 8. If a town so determines, the prudential committee may be chosen by the legal voters of the several school districts to which they respectively belong, in such manner as the district directs.

Prudential
committee,
how chosen.
21 Pick. 75.

SECT. 9. When a town determines that the prudential committees shall select and contract with the school teachers for their districts, three persons in each district may be chosen to act as such committee.

To consist of
three persons.
4 Gray, 250.

SECT. 10. When the office of prudential committee becomes vacant in any district, by reason of the death, resignation, or removal of the person or persons elected, such district may fill the vacancy at a legal meeting called for the purpose.

Vacancies in,
how filled.

SECT. 11. When no prudential committee is chosen for a school district, the school committee shall perform all the duties of the prudential committee.

Town commit-
tee to act as,
when, etc.

SECT. 12. If a school district neglects or refuses to establish a school and employ a teacher for the same, the school committee may establish such school and employ a teacher therefor, as the prudential committee might have done.

If district does
not establish
schools, town
committee may.
9 Allen, 96.

SECT. 13. The selectmen of the several towns divided into school districts as aforesaid, or the prudential committee of every such district, upon application made to either of them respectively, in writing, by three or more residents who pay taxes in the district, shall issue their warrant, directed to one of the persons making the application, requiring him to warn the inhabitants of such district, qualified to vote in town affairs, to meet at the time and place in the district expressed in the warrant.

District meet-
ings, selectmen,
etc., may issue
warrants for.
8 Cush. 592.

SECT. 14. The warning shall be given seven days at least before the time appointed for the meeting, by personal notice to every inhabitant of the district qualified to vote in town affairs, or by leaving at his last and usual place of abode a written notification, expressing the time, place and purpose of the meeting, unless the district prescribes another mode of warning its meetings.

Manner of
warning.
4 Greenl. 46.
14 Mass. 315.
12 Pick. 206.
1 Allen 232.

SECT. 15. A school district, at any regular meeting having an article in the warrant for that purpose, may prescribe the mode of warning all future meetings of the district; and may also direct by whom and in what manner such meetings may be called. Notwithstanding such prescribed mode, meetings may nevertheless be called in accordance with the provisions of the two preceding sections.

Districts may
prescribe
mode of call-
ing.
1850. 213.
10 Pick. 543.
2 Cush. 419.
8 Cush. 592.

SECT. 16. The inhabitants of each school district, qualified to vote in town affairs, shall choose a clerk, who shall be sworn by the moderator, in open meeting, or by a justice of the peace; make a fair record of all votes passed at meetings of the district; certify the same when required, and hold his office until a successor is chosen and qualified.

Clerk to be
chosen, and
sworn and keep
records, &c.
21 Pick. 75.
12 Met. 105.

SECT. 17. The clerk shall be answerable only for want of integrity on his own part, and if he certifies truly to the assessors of the town the votes of the district for raising, by a tax, any sum of money, the district shall be liable in case of any illegality in the proceedings in relation to raising such money.

Liable only for
want of integ-
rity.
District, when
liable.
10 Pick. 543.
11 Pick. 456.
97 Mass. 424.

SECT. 18. The legal voters of any district, at a meeting called for that purpose, may raise money for erecting or repairing school-houses in their district; for purchasing or hiring any buildings to be used as school-houses, and land for the use and accommodation thereof; and for purchasing libraries and necessary school apparatus, fuel, furniture, and other necessary articles for the use of schools; they may also determine in what part of their district such school-houses shall stand, and choose any committee to carry into effect the provisions aforesaid.

Districts may
raise money for
school-houses.
Districts may
fix site.
21 Pick. 75.
10 Cush. 418.
7 Allen 205.

SECT. 19. The legal voters of every town may, if they think it expedient, carry into effect the provisions of the preceding section at the common expense of the town, so far as relates to providing school-houses for the several school districts of the town; and the town in such case may, at any legal meeting, raise money and adopt all other proper measures for this purpose, and, if already districted, may

Towns may
provide school-
houses at the
common ex-
pense.

take possession of the school-houses and property of the several districts in the manner provided in section three of this chapter.

SECT. 20. If a school district cannot determine by a vote of two-thirds of the legal voters present and voting thereon, where to place their school-house, the selectmen, upon application made to them by the committee appointed to build or procure the school-house, or by five or more of the legal voters of the district, shall determine where such school-house shall be placed.

SECT. 21. A school district, obliged by law to procure a suitable school-house, shall, for neglecting one year so to do, be liable to a fine not exceeding two hundred dollars, to be recovered by indictment, on complaint of any legal voter in said district, to be appropriated to the support of schools therein.

SECT. 22. In raising and assessing money in the several school districts, every inhabitant of the district shall be taxed in the district in which he lives, for all his personal estate, and for all the real estate which he holds in the town, being under his own actual improvement; and all other of his real estate in the same town shall be taxed in the district in which it lies.

[Nothing contained in chapter two hundred and eight of the acts of the year eighteen hundred and sixty-four, or in chapter two hundred and eighty-three of the acts of the year eighteen hundred and sixty-five, shall be construed to exempt the owners of shares in the capital stock of any corporation from liability to taxation for school district and parish purposes.

SECT. 23. In the assessment of taxes pursuant to the preceding section, all real estate and machinery belonging to manufacturing corporations or establishments shall be taxed in the school districts where the same are situated; and in assessing the shares in such corporation, or the personal estate of the owners of such establishments, for the like purposes, the value of such machinery and real estate shall first be deducted from the value of such shares or personal estate.

SECT. 24. All the lands within a town, owned by the same person not living therein, shall be taxed in the same district.

SECT. 25. When the estate of a non-resident owner is taxed, it may be taxed in such district as the assessors of the town determine; and the assessors, before they assess a tax for any district, shall determine in which district the estate

Selectmen to determine site in case, etc.
2 Gray, 414.

Penalty on school district for not providing school-house.

Personal and real estate, where taxed.
5 Mass. 330.
12 Met. 181.
9 Gray, 433.

Act of 1864, taxing of shares in corporations, not to exempt owners.
1866, 106.

Manufacturing corporations, where taxed.

Non-residents, where taxed.

Same subject.
7 Allen, 205.
97 Mass. 427.
100 Mass. 134.

of any such non-resident shall be taxed, and certify in writing their determination to the clerk of the town, who shall record the same; and such estate, while owned by the same person resident without the limits of the town, shall be taxed in such district accordingly until the town is districted anew.

SECT. 26. The assessors of the town shall assess, in the same manner as town taxes are assessed, on the polls and estates of the inhabitants of each school district, and on all estates liable to be taxed therein as aforesaid, all money voted to be raised by the legal voters of such district for the purposes aforesaid; and such assessment shall be made within thirty days after the clerk of the district has certified to said assessors the sum voted by the district to be raised.

School taxes assessed like town taxes.
3 Mass. 230.
3 Cush. 567.
14 Pick. 362.
12 Met. 178.

SECT. 27. The assessors shall make a warrant, substantially in the form heretofore used, except that a seal shall not be required thereto, directed to one of the collectors of the town, requiring him to collect the tax so assessed, and to pay the same to the treasurer of the town within a time to be limited in the warrant; and a certificate of the assessment shall be made by the assessors and delivered to the treasurer.

Assessors to issue warrants to collectors.
5 Pick. 496.
12 Pick. 214.

SECT. 28. The money so collected and paid shall be at the disposal of the committee appointed by the district, to be by them applied to the building or repairing of school-houses, or to the purchase of buildings to be used as such, or of land for their sites, as before provided, and according to the votes or directions of the legal voters of the district.

Money raised to be at disposal of committees.
11 Gray, 487.

SECT. 29. If at a meeting of the legal voters of a school district called for the purpose of raising money, a majority of the voters present are opposed thereto, any five inhabitants of the district, who pay taxes, may make application in writing to the selectmen of the town, requesting them to insert in their warrant for the next town meeting an article requiring the opinion of the town relative to the expediency of raising such money as was proposed in the warrant for the district meeting; and if the majority of the voters think the raising of any of the sums of money proposed in the warrant is necessary and expedient, they may vote such sum as they think necessary for said purposes, and the same shall be assessed on the polls and estates of the inhabitants of such district, and be collected and paid over in the manner before provided. They may also empower the selectmen of the town, or the school committee, or may choose a committee, to carry into effect the purposes for which such money is voted, if such district neglects or refuses to choose a committee for that purpose.

If district refuses to raise money, town may order it.

SECT. 30. If a district neglects to organize by the choice of officers, the money necessary for the erection, repair, or enlargement of a school-house therein, may be expended by order of the school committee, and, upon their certificate, shall be assessed upon the polls and estates of the inhabitants of the district, collected like other district taxes, and paid into the treasury of the city or town.

SECT. 31. In collecting district taxes the collectors shall have the same powers and proceed in the same manner provided by law in collecting town taxes.

SECT. 32. The treasurer of a town, to whom a certificate of the assessment of a district tax is transmitted, shall have the like authority to enforce the collection and payment of the money so assessed and certified, as he has in the case of money raised by the town, for the use of the town.

SECT. 33. The assessors, treasurer, and collector, shall have the same compensation, respectively, for assessing, collecting and paying out money, assessed for the use of a school district, as is allowed by the town for like services in respect to town taxes.

SECT. 34. The assessors shall have the same power to abate the tax, or any part thereof, assessed on an inhabitant of a school district, as they have to abate town taxes.

UNION DISTRICTS.

SECT. 35. Two or more contiguous school districts in a town may, by a vote of two-thirds of the legal voters of each district, present and voting at legal meetings of their respective districts called for the purpose, associate and form a union district, *for the purpose of maintaining a union school for the benefit of the older children of such associated districts*; such district shall have the powers, privileges and liabilities of school districts, with such name as the district determines at its first meeting.

SECT. 36. The districts proposing such association shall, at the time of voting to form the union, respectively agree upon the time, place and manner of calling the first meeting of the union district, which may from time to time determine the mode of calling and warning its meetings, the time and place of its annual meetings, and the place where its school-house shall stand. The location of the school-house, if not determined by the district, shall be referred to the selectmen, as provided for other districts.

SECT. 37. Each union district, at its first meeting, shall choose by

ballot a clerk, who shall be sworn in the manner, and perform the duties, prescribed for clerks of other school districts, and hold the office until a successor is chosen and qualified.

Clerk, how chosen, etc.

SECT. 38. In raising and assessing money in such districts, every inhabitant shall be taxed in the manner in which inhabitants of other school districts are taxed, and the real estate of non-resident owners taxable in either of the districts composing the union district shall be taxed in such districts.

Assessments, how made.

SECT. 39. The prudential committees of the respective districts, forming the union district, shall together constitute the prudential committee of such district; have the powers and discharge the duties, in relation to the school and school-house of the district, prescribed to prudential committees in relation to the schools and school-houses in their respective districts; and determine what proportion of the money raised and appropriated by the town for each of the districts composing the union district shall be appropriated and expended in paying the instructors of the union school; subject in all matters to any legal votes of the union district.

Prudential committees, how constituted. Powers and duties, etc.

SECT. 40. The public schools required by law shall continue to be maintained in each of the districts thus associated, as if no union district had been formed.

Usual schools maintained.

SECT. 41. The school committee shall have the powers and duties in relation to such union school which they have in relation to other district schools.

School committees, powers and duties of.

[Amendment.]

[Any two or more contiguous school districts in any town in this Commonwealth, may be united and form one school district: *provided*, that at a legal town meeting held for that purpose, a majority of the voters present and voting thereon shall be in favor of such union.

Contiguous districts may unite. 161, 132.

SECT. 2. Such school district when formed, shall have all the powers, privileges, and be subject to the liabilities, of school districts under the law of this Commonwealth.]

Privileges and restrictions.

CONTIGUOUS SCHOOL DISTRICTS IN ADJOINING TOWNS.

SECT. 42. If two or more contiguous school districts in adjoining towns are too small to maintain schools advantageously in each, such districts may unite and form one district, with the powers, privileges, and liabilities allowed or prescribed in regard to school districts.

Contiguous districts in adjoining towns may unite.

SECT. 43. No districts shall be so united, unless the legal voters of each, at legal meetings called for the purpose, agree thereto; nor, unless the respective towns, at legal town meetings called for the purpose, assent to the same; and when such vote is passed by a school district, the clerk thereof shall forthwith send a certified copy to the clerk of his town.

Union not
formed with-
out consent of
districts, etc.

SECT. 44. When the voters in such united district, at a legal meeting called for the purpose, deem it expedient to separate and again form two or more districts, they may do so, first obtaining the consent of the respective towns.

United dis-
tricts may be
separated.

SECT. 45. The first meeting of such united district shall be called in the manner agreed upon by the respective districts at the time of forming the union; and such district may, from time to time thereafter, prescribe the mode of calling and warning its meetings as other school districts may do.

Meetings of,
how called.

SECT. 46. Such district, at the first meeting and annually thereafter, shall choose a prudential committee, who shall receive and expend the money raised and appropriated in each town for the united district, and possess the powers and discharge the duties allowed or prescribed to the prudential committees of other districts.

Prudential
committee to
be chosen, etc.

SECT. 47. The legal voters of a united district shall, at the time of voting to raise such money, determine the amount to be paid by the inhabitants in each town, which shall be in proportion to their respective polls and estates; and the clerk of the district shall certify such vote to the assessors of each of said towns.

Money raised
to be in pro-
portion, etc.

SECT. 48. All money duly voted to be raised by any such united district shall be assessed by the assessors of the respective towns upon the polls and estates of the inhabitants of the district, and collected, as taxes are assessed and collected in other school districts.

Money, how
assessed.

SECT. 49. The respective school committees of the towns from which such united district is formed shall discharge the duties of school committee for the district in alternate years, commencing with the most ancient town.

School com-
mittees of ad-
joining towns
to officiate in
turns.

[Amendments.—Chap. 255, 1865.]

[SECT. 1.] United school districts, in adjoining towns, may be separated by vote of such towns, whenever said towns shall have determined by mutual agreement, upon the appraised value, and mode of disposition of the property of such district, and the proportion of said appraised value to which each part of said district shall be entitled.

May act when
terms have
been agreed
upon.

SECT. 2. Upon such separation, the property of the united district shall become vested in accordance with said previous agreement; and the town or school district which shall take possession thereof, shall be held to pay to the other town for the benefit of the school district therein, such sum or sums of money, and at such times, as shall be determined by said previous agreement.

Property to be vested and payment made as per agreement.

SECT. 3. In case either town shall have abolished the other school districts therein, the proportion of the value of the property of such united district, to which the separate district in such town would be entitled on such separation, shall be adjusted, as far as may be practicable, in accordance with the provisions of section three of chapter thirty-nine of the General Statutes.

Town abolishing other districts, arrangement under G. S.

SECT. 4. Either town may cause any school district therein, which forms part of any such united district, to be separated therefrom, without the agreement provided for in section one: *provided*, that all the interest of such district in the school-houses and other property owned and used by such united district for school purposes, shall be relinquished, and shall, upon such separation, become vested in the remaining portions of such united district; and *provided, further*, that the interest of such district in such school-houses and property, shall not be relinquished without the consent of such districts.]

Division may be made by either town.

The foregoing chapter relates exclusively to what is known in our school history as the "School District System," and has no force except in some fifty small towns in which that system still exists. The Acts of 1869, 1870 and 1873, in relation to the abolition of said system and its partial restoration in the towns above referred to, are also printed herewith.

CHAPTER 110.—AN ACT to abolish the School District System.

Be it enacted, &c., as follows:

SECT. 1. The school district system in this Commonwealth is hereby abolished.

SECT. 2. Each town in which the district system now exists shall forthwith take possession of all the school-houses, land, apparatus and other property owned and used by the several school districts therein, which said districts might lawfully convey, and shall appraise the same, levy a tax therefor and remit said tax in the manner provided by section third, chapter thirty-nine of the General Statutes: *provided*, that the appraisal of the school property in any district or the amount to be remitted, shall not exceed the sum that has been

actually raised by taxation in such district for such property; and *provided, further*, that any money or property, held in trust by virtue of any gift, devise or bequest, for the benefit of any school district now existing, shall hereafter continue to be held and used in the same manner, and for the same purpose, according to the terms thereof.

SECT. 3. The corporate powers and liabilities of any school district abolished by this act, shall continue and remain for the purposes expressed in section six, chapter thirty-nine of the General Statutes.

SECT. 4. All acts and parts of acts, inconsistent with this act, are hereby repealed.

SECT. 5. This act shall take effect upon its passage. [*Approved March 24, 1869.*]

CHAPTER 423.—AN ACT in addition to an Act to abolish the School District System.

Be it enacted, &c., as follows:

SECT. 1. Union districts and contiguous school districts in adjoining towns are hereby abolished.

SECT. 2. Each town in which any school-house belonging to such union or contiguous district is located shall forthwith take possession of the same, with the land, apparatus, and other property owned and used by such district.

SECT. 3. The boards of selectmen of the several towns out of which any such union or contiguous districts are formed, shall forthwith appraise the said property, and shall determine what proportion thereof is owned by the inhabitants of said several towns residing in said district. If the said several boards of selectmen shall not agree in their said appraisal, or apportionment, the same shall be determined by the county commissioners for the county in which either one of said towns is located to whom application is first made, and the decision of said county commissioners shall be final.

SECT. 4. Whenever any town shall take possession of said property a tax shall at the next annual assessment thereafter be levied upon the whole town, equal to the amount of said appraisal; and there shall be remitted to the tax-payers of such district, in said town, the proportion of the appraised value belonging to them; and the proportion belonging to the inhabitants of any town in which said property is not located shall be paid to the treasurer of such town, and the same shall be remitted to the tax-payers of said town belonging to said district.

SECT. 5. Section two of chapter one hundred and ten of the acts of the present year is hereby amended by striking therefrom the

words "provided that the appraisal of the school property in any district, or the amount to be remitted, shall not exceed the sum that has been actually raised by taxation in such district for such property."

SECT. 6. Towns in which school districts have been abolished under the provisions of this act, and the act to which this act is in addition, or during the present year, under the provisions of section three of chapter thirty-nine of the General Statutes, shall respectively assume and pay all the debts and liabilities of such districts, and the amount of such debts and liabilities shall be deducted from the amount to be remitted by such town.

SECT. 7. The provisions of section five of this act shall not apply to any town that has already taken possession of its school district property and appraised the same, under the provisions of chapter one hundred and ten of the acts of the present year, unless such town shall vote to re-appraise such property at a meeting duly held for that purpose.

SECT. 8. This act shall take effect upon its passage. [*Approved June 21, 1869.*]

CHAPTER 196.—AN ACT to authorize Towns to reëstablish the School District System.

Be it enacted, &c., as follows:

SECT. 1. Any town in which the school district system was abolished by chapter one hundred and ten, or by chapter four hundred and twenty-three, of the acts of the year eighteen hundred and sixty-nine, may at a meeting called for the purpose, within two years from the passage of this act, by a vote of two-thirds of the legal voters, present and voting thereon, reëstablish such school districts.

SECT. 2. School districts reëstablished under the provisions of the first section of this act, shall possess corporate rights and powers, and be subject to liabilities the same as before they were abolished.

SECT. 3. When any town votes to reëstablish its school districts under the provisions of this act, all school district property appraised and taken under the provisions of chapter one hundred and ten, or chapter four hundred and twenty-three of the acts of the year eighteen hundred and sixty-nine, which is still in the possession of the town and used for public school purposes, may forthwith be re-appraised under the direction of the town and restored to said districts. And at the next annual assessment thereafter, a tax shall be levied, and paid into the treasury of the towns, upon each district, equal to the amount of the appraised value of its property thus restored, or the public school property may be divided among the several districts, and adjusted in any other manner agreed upon by the town at a legal

meeting: *provided*, nothing in this act shall be construed to require an appraisal of school property in towns where the school district property has not been taken, appraised, and the value thereof remitted to the several districts as provided by law.

SECT. 4. This act shall take effect upon its passage. [*Approved April 22, 1870.*]

By virtue of the last Act, chap. 196, 1870, between fifty and sixty towns voted to "reëstablish the school districts therein."

In three instances controversies have arisen which have been adjudged by the supreme judicial court. Two of them relate to the *form* and *effect* of the vote on the restoration of the districts; and the other to the manner of recording such vote.

The opinions given in said cases are as follows:—

"A vote of a town, passed after the Stat. of 1870, chap. 196, that the school district system be reëstablished, and that the appraisement of the property of the school districts, made in 1869, be the appraisement thereof of 1870, is a reëstablishment of the school districts of the town as they were before they were abolished by the Stat. of 1869, chap. 110; and a school district which had united, under the Gen. Stat. chap. 39, sect. 42, with a contiguous district in an adjoining town, which had not voted to reëstablish the district system, is revived with the others as a school district of the town, as it was before the union." *108 Mass. 106.*

"At a meeting called to consider whether a town would reëstablish the school district system and choose the officers required in that event, it voted to reëstablish the system, and *appointed a prudential committee man for each former district.* *Held*, that this was a sufficient reëstablishment under the Stat. of 1870, chap. 96, of the former school districts, which have been abolished by the Stat. of 1869, chap. 110."

In delivering the above opinion, Ames, J., says: "This case is perhaps stronger than that (108 Mass. 106) above cited, for the reason that the article in the warrant gave notice to the inhabitants of Barnstable that they were to act on the subject of reëstablishing the school district system in the town under this statute, and to choose such officers as might be required in case the town should vote to return to the district system. *Under this article they might well proceed, as they did, to choose the prudential committee for each district.*" *109 Mass. 128.*

"If the records of a town fail to show that a vote to reëstablish the school district system therein was a two-thirds vote, parol evidence is not admissible to show that it was." *110 Mass. 214.*

Other questions, perhaps more difficult to be resolved, are likely to arise, relating to the extent or the "corporate rights and powers" and the "liabilities" of the districts, as named in the second section of said Act; and also as to the rights, powers and duties of the *towns* in which the school districts have been restored.

The attention of the attorney-general having been called to this matter, he gave an opinion to the effect that the provisions of law relating to the rights and duties of towns in which the district system existed were repealed by section 5 of chapter 110, above recited, and that the Act, chap. 196 of 1870, did not revive said provisions; and therefore that towns in which the school districts had been restored, had no power to abolish the same. Influenced by this opinion, and in response to the petition of one of the towns in Essex County, the legislature passed the following Act.

CHAP. 95.—AN ACT to enable Towns to abolish the School District System.

Be it enacted, &c., as follows:

SECT. 1. Any town in which the school district system now exists may abolish the same, by vote, at a town meeting called for the purpose; and such town shall thereafter be subject to the provisions of chapters one hundred and ten and four hundred and twenty-three of the acts of eighteen hundred and sixty-nine.

SECT. 2. This act shall take effect upon its passage. [*Approved March 15, 1873.*]

Several towns have abolished their school districts by virtue of the power thus granted, as the most direct and effective method of relief from difficulty and embarrassment.

CHAPTER 40—Of School Registers and Returns.

SECTION

1. Town clerks to deliver registers, etc., to school committee.
2. If not received.
3. Duties of assessors as to persons between five and fifteen.
4. —of school committee; form of certificate.
5. Registers to be kept; returns.
6. Committees' report; to whom sent; where deposited; to be printed.
7. When report is not made.

SECTION

8. When informal, etc.
9. Penalty for neglect, or informal, etc., report.
10. Reports, etc., of board of education, how received, delivered, and for what purpose. In whom property of.
11. Who to sign reports.
12. Penalty on committee for neglect in returns, etc.
13. Registers, how kept. Teachers not to draw pay until return of register.

SECT. 1. The clerks of the several cities and towns, upon receiving from the secretary of the board of education the school registers and blank forms of inquiry for school returns, shall deliver them to the school committee of such cities and towns.

Town clerks to deliver registers, etc., to school committee.

SECT. 2. If a school committee fails to receive such blank forms of return on or before the last day of March, they shall forthwith notify the secretary of the board of education, who shall transmit such forms as soon as may be.

If not received.

[Substituted for Sections 3 and 4.]

SECT. 1. [The school committees shall annually, in the month of May, ascertain, or cause to be ascertained, the names and ages of all persons belonging to their respective towns and cities on the first day of May, between the ages of five and fifteen years, and make a record thereof.]

Duties of school committees as to persons between 5 and 15 years.
1874, 303.

SECT. 2. The school committee shall annually, on or before the last day of the following April, certify under oath, the numbers so ascertained and recorded, and also the sum raised by such city or town for the support of schools during the preceding school year, including only wages and board of teachers, fuel for the schools, and care of the fires and school-rooms, and they shall transmit such certificate to the secretary of the board of education. The form of such certificate shall be as follows, to wit:—

We, the school committee of _____, do certify that on the first day of May, in the year _____, there were belonging to said town the number of _____ persons between the ages of five and fifteen; and we further certify that said town raised the sum of _____ dollars, for the support of public schools for the preceding school year, including only the wages and board of teachers, fuel for the schools and care of fires and school-rooms; and that said town maintained, during said year, each of the schools required to be kept by the first section of the thirty-eighth chapter of the General Statutes for a period not less than six months; and we further certify that said town maintained during said year _____ school for the benefit of all the inhabitants of the town as required by section two of chapter thirty-eight of the General Statutes for _____ months and _____ days.

} *School Committee.*

[ss.]

On this _____ day of _____ personally appeared the above named school committee of _____ and made oath that the above certificate by them subscribed, is true. Before me, _____ *Justice of the Peace.*

In the returns made by the school committee to the secretary of the board of education, twenty days or forty half-days of actual session shall be counted as one month.

20 days or 40 half-days one month.
1865, 142.

SECT. 5. The school committee shall cause the school registers to be faithfully kept in all the public schools, and shall annually on or before the last day of April, return the blank forms of inquiry, duly filled up, to the secretary of the board of education; and shall also specify in said returns the purposes to which the money received by their town or city from the income of the school fund has been appropriated.

Registers and returns.
See § 11.
See ch. 38, § 20.

SECT. 6. The school committee shall annually make a detailed report of the condition of the several public schools, which report shall contain such statements and suggestions in relation to the schools as the committee deem necessary or proper to promote the interests thereof. The committee shall cause said report to be printed for the use of the inhabitants, in octavo, pamphlet form, of the size of the annual reports of the board of education, and transmit two copies thereof to the secretary of said board, on or before the last day of April, and deposit one copy in the office of the clerk of the city or town.

Committees' report; to whom sent; where deposited; to be printed.
See ch. 38, § 20.
11 Gray, 340.
101 Mass. 142.

SECT. 7. When a school committee fails within the prescribed time to make either the returns or reports required of them by law, the secretary of the board of education shall forthwith notify such committee, or the clerk of the city or town, of such failure; and the committee or clerk shall immediately cause the same to be transmitted to the secretary.

When report is not made.
See ch. 38, § 20.

SECT. 8. If a report or return is found to be informal or incorrect, the secretary shall forthwith return the same, with a statement of all deficiencies therein, to the committee for its further action.

When informal, etc.
See ch. 38, § 20.

SECT. 9. The returns or reports of a city or town so returned by the secretary for correction, or which have not reached his office within the time prescribed by law, shall be received by him if returned during the month of May; but in all such cases ten per cent. shall be deducted from the income of the school fund which such city or town would have been otherwise entitled to. If such returns or reports fail to reach his office before the first day of June, then the whole of such city or town's share of the income shall be retained by the treasurer of the Commonwealth, and the amount so retained, as well as the ten per cent. when deducted, shall be added to the principal of the school fund. And such city or town shall in addition thereto forfeit not less than one hundred nor more than two hundred dollars: *provided, however*, if said returns and reports were duly mailed in season to reach such office within the

Penalty for neglect, or informal, etc., report.

time required by law, then the city or town from which said returns or reports are due shall be exempt from the forfeiture otherwise incurred.

SECT. 10. The clerk of each city and town shall deliver one copy of the reports of the board of education and its secretary to the secretary of the school committee of the city or town, to be by him preserved for the use of the committee, and transmitted to his successor in office; and two additional copies of said reports, for the use of said committee; and shall also deliver one copy of said reports to the clerk of each school district, to be by him deposited in the school district library, or, if there is no such library, carefully kept for the use of the prudential committee, teachers and inhabitants of the district, during his continuance in office, and then transmitted to his successor; and in case the city or town shall not be districted, said reports shall be delivered to the school committee, and so deposited by them as to be accessible to the several teachers and to the citizens; and such reports shall be deemed to be the property of the town or city, and not of any officer, teacher, or citizen, thereof.

SECT. 11. When the school committee of a city or town is not less than thirteen in number, the chairman and secretary thereof may, in behalf of the committee, sign the annual school returns and the certificate required by sections four and five.

SECT. 12. A city or town which has forfeited any part of its portion of the income of the school fund through the failure of the school committee to perform their duties in regard to the school report and school returns, may withhold the compensation of the committee.

SECT. 13. The several school teachers shall faithfully keep the registers furnished to them, and make due return thereof to the school committee, or such person as they may designate, and no teacher shall be entitled to receive payment for services until the register, properly filled up and completed, shall be so returned.

[Chap. 123, 1867.]

[SECT. 1.] It shall be the duty of the trustees, officers, or persons in charge of all institutions of learning, whether literary, scientific or professional, incorporated, supported or aided by this Commonwealth; of all reform schools and almshouses; of all private educational institutions; also, of all agents, guardians or treasurers to whom appropriations shall be made for the support of schools among the Indians of this Commonwealth, whether by

Reports, etc., of board of education, how received, delivered, and for what purpose. In whom property of.

Who to sign reports.

Penalty on committee for neglect in returns, etc.

Registers, how kept. Teachers not to draw pay until return of register. 2 Allen, 592.

Officers of institutions of learning, reform and charity, and of Indian schools, to report annually on June 1st, to board of education. 1867, 123.

general statute or special resolve, on or before the first day of June in each year, to make a report in writing to the board of education, at the office of the secretary, of such statistics of the several institutions or schools under their charge, relating to the number of pupils and instructors, courses of study, cost of tuition and the general condition of said institution or school, as said board shall prescribe.

SECT. 2. The board of education shall prepare blank forms of inquiry for such statistics as they shall deem expedient to require, and shall cause the same to be sent to each of said institutions or schools, on or before the tenth day of May in each year. In preparing said forms, reference shall be had to the requirements of the national bureau of education recently created by the general government.]

Board to supply forms on or before tenth May.

[Substitute for Sections 3 and 4.]

No more important duty is laid upon the school committee than that prescribed by the first section of this substitute. If properly discharged, two results will follow: First, the census will be far more full and accurate than heretofore; and second, the committee, who are charged with the duty of enforcing, through the aid of the truant officers, the laws relating to school attendance, will have in their own hands a complete knowledge of the persons and facts, necessary to the proper discharge of their duties.

I respectfully recommend that the census be taken by the truant officers, who are appointed by the school committee, whenever the committee cannot take it personally. Also, that it be taken by *districts*, and that papers be prepared for taking it which shall be so ruled as to give separate columns: First, for the parent's name; second, for the names of the children in the order of age; third, for the age of each; and, fourth, for any general remarks; to wit, whether attending school or not, what the pursuit of, etc.

These should be copied—"recorded"—in a book properly prepared, and the census for each district given, with the school register, to each teacher who has charge of a school. So doing, the means will be always at hand to ascertain who are attending the school and who are the absentees.

It should be noticed that the enumeration is required of all "*belonging to the town*," thereby excluding all *transient* residents, whether for purposes of work or attendance upon academies, etc.

(SECT. 6.)

"A town may appropriate money to indemnify its school committee for expenses incurred in defending an action for an alleged libel contained in a report made by them in good faith and in which judgment has been rendered in their favor."

"A warrant for a town meeting 'to hear the report of any committee heretofore chosen, and pass any vote in relation to the same,' is sufficient to enable the meeting to vote sums recommended by a committee appointed at a former meeting, the warrant for which fully set forth the business to be brought before it." *11 Gray, 340.*

"A school committee of a city caused to be printed an address by them to the people of the city regarding an occurrence in the public schools, and referred to such address in their subsequently printed annual report as a part thereof. *Held*, that they were authorized to charge the expense of printing the address upon the city, by the Gen. Stats. chap. 40, § 6, directing them to make annually a report of the condition of the schools and cause it to be printed for the use of the inhabitants." *101 Mass. 142.*

(SECT. 13.)

"A teacher of a district school cannot recover payment for his services until he has filled up and completed the register of the school kept by him, in compliance with the requirement of Stat. 1849, chap. 209; and the school committee of the town have no power to waive a performance of this duty by him." *2 Allen, 592.*

CHAPTER 41.—*Of the Attendance of Children in the Schools.*

SECTION

1. Children to be sent to school by parents, etc. Penalty for neglect. Excuses for neglect.
2. Truant officers and school committee to inquire and report.
3. All children may attend where they reside.
4. School committee to regulate admission, etc., to high school.
5. Children may attend in adjoining town, and committee pay for instruction.

SECTION

6. Wards may attend where guardian resides.
7. Children may attend in other towns than place of parents' residence, and parents pay, etc.
8. Children not to attend unless vaccinated.
9. Race, etc., not to exclude.
10. Teachers and school committee to state grounds of exclusion.
11. Damages for exclusion, how recovered.
12. Interrogatories to committee, etc.

[Substituted for Sections 1 and 2.]

[Every person having under his control a child between the ages of eight and fourteen years, shall annually cause such child to attend some public day school in the city or town in which he resides, at least twenty weeks ; which time shall be divided into two terms each of ten consecutive weeks so far as the arrangement of school terms will allow ; and for every neglect of such duty the party offending shall forfeit to the use of the public schools of such city or town a sum not exceeding twenty dollars ; but if the party so neglecting, was not able, by reason of poverty, to send such child to school, or such child has attended a private day school, approved by the school committee of such city or town for a like period of time ; or is regularly attending a public or private day school, known as a half-time school, also approved by them, or that such child has been otherwise furnished with the means of education for a like period of time, or has already acquired the branches of learning taught in the public schools ; or if his physical or mental condition is such as to render such attendance inexpedient or impracticable, the penalty before mentioned shall not be incurred : *provided*, that no objection shall be made by the school committee to any such school on account of the religious teaching in said school.]

Children to be sent to school by parents, etc. 1873, 279. 1874, 233.

Penalty for neglect. Ex-cuses.

[SECT. 2. The truant officers and the school committee of the several cities and towns shall vigilantly inquire into all cases of neglect of the duty prescribed in the preceding section, and ascertain the reasons if any therefor ; and such truant officers, or any of them, shall, when so directed by the school committee, prosecute, in the name of the city or town, any person liable to the penalty provided for in the preceding section.

Truant officers to inquire and prosecute.

Justices of police of district courts, trial justices, trial justices of juvenile offenders, and judges of probate shall have jurisdiction within their respective counties of the offences described in this act.]

Justices, etc., to have jurisdiction.

SECT. 3. All children within the Commonwealth may attend the public schools in the place in which they have their legal residence, subject to the regulations prescribed by law.

Children to attend where they reside.

SECT. 4. The school committee shall determine the number and qualifications of the scholars to be admitted into the school kept for the use of the whole town.

Admission to high school, how regulated.

SECT. 5. Children living remote from any public school in the town in which they reside, may be allowed to attend the public schools in an adjoining town, under such regulations, and on such terms, as the school committees of the said towns agree upon and prescribe ; and the school committee of the town in which said children reside shall pay

Children may attend in adjoining town, and committee pay for instruction. 8 Cush. 66.

out of the appropriations of money raised in said town for the support of schools the sum agreed upon.

SECT. 1. [Any town in this Commonwealth may raise by taxation or otherwise, and appropriate money to be expended by the school committee in their discretion, in providing for the conveyance of children to and from the public schools.]

Towns may
raise money to
convey, etc.
1869, 132.

SECT. 6. Minors under guardianship, their father having deceased, may attend the public schools of the city or town in which their guardian is an inhabitant.

Wards, where
may attend.

SECT. 7. With the consent of school committees first obtained, children [without limitation as to age, 1873, 292] may attend schools in cities and towns other than those in which their parents or guardians reside; but whenever a child resides in a city or town different from that of the residence of the parent or guardian, for the sole purpose of attending school there, the parent or guardian of such child shall be liable to pay to such city or town, for tuition, a sum equal to the average expense per scholar for such school for the period the child shall have so attended.

Children may
attend in other
towns than
place of pa-
rents' resi-
dence, and pa-
rents pay, etc.
103 Mass. 104.

SECT. 8. The school committee shall not allow any child to be admitted to or connected with the public schools, who has not been duly vaccinated.

Children to be
vaccinated.

SECT. 9. No person shall be excluded from a public school on account of the race, color, or religious opinions, of the applicant or scholar.

Color, etc., not
to exclude.
12 Allen, 127.

SECT. 10. Every member of the school committee under whose directions a child is excluded from a public school, and every teacher of such school from which a child is excluded, shall, on application by the parent or guardian of such child, state in writing the grounds and reason of the exclusion.

Teachers, etc.,
to state grounds
of exclusion.

SECT. 11. A child unlawfully excluded from any public school shall recover damages therefor in an action of tort, to be brought in the name of such child by his guardian or next friend against the city or town by which such school is supported.

Damages for
exclusion.
8 Cush. 160.
7 Gray, 245.
12 Allen, 129.
See ch. 38, § 16,
and notes.

SECT. 12. The plaintiff in such action may, by filing interrogatories for discovery, examine any member of the school committee, or any other officer of the defendant city or town, as if he were a party to the suit.

Interrogatories
to committee,
etc.

[Substituted for Sections 1 and 2.]

[The present law contemplates that each child shall receive as much training as may be given between the ages of eight

and fourteen years, by his attendance upon a public school twenty weeks each year, each ten weeks of the twenty to be consecutive.

At most, this period is brief for the accomplishment of so important a work as the training of a human being for the responsibilities of life; and hence the imperative nature of the duty resting upon truant officers and committees in regard to the enforcement of the law. It is not to be assumed that the legal rights of children in the schools are limited to the period when they are between eight and fourteen years of age, or even to the period between five and fifteen; for it cannot be doubted that youth under twenty-one years of age are entitled to the benefits of the public schools, while committees may exercise a discretion in excluding those who are not physically and intellectually qualified, even though they are more than five years of age. It is not sufficient for committees and truant officers to wait for information to be given to them of neglect of duty by parents and guardians; but they should *discover and inquire* into all such cases, and pursue the delinquents according to the requirements of law. In no other way can we save portions of society from the "barbarism" which our ancestors would not suffer. It generally happens that those families which are most indifferent to the education of the children in the schools, have the fewest means of educating them under the domestic roof.]

(SECT. 5.)

"The town having raised money, pursuant to law, for the support of schools within the town, had no authority to vote that a portion of it should be refunded to an individual, to be expended in another town, or for any other purpose. It would disturb the harmony of the public school system, and is not warranted by law." *Shaw, C. J., in Withington v. The Inhabitants of Harvard, 8 Cush. 67.*

(SECT. 7.)

"Towns and cities are not authorized by law to open their schools to children whose parents or guardians reside in another State; and, if they do so, no promise, express or implied, of the parents or guardians, to pay for the tuition, can be enforced.

"The provisions of the Gen. Stat. chap. 41, § 7, that, with the consent of the school committee first obtained, children between certain ages may attend school in towns or cities other than those where their parents or guardians reside, apply only to children whose parents or guardians reside in Massachusetts." *Inhabitants of Haverhill v. John G. Gale*, 103 Mass. 104.

CHAPTER 42—*Of the Employment of Children and Regulations Respecting Them.*

SECTIONS OF SUBSTITUTED CHAPTER.

1. Children under ten not to be employed, nor under fifteen, unless, etc.
2. Children under fifteen not to be employed over sixty hours a week.
3. Penalty.
4. State constable to enforce, etc.

SECTIONS OF SUBSTITUTED CHAPTER.

1. Cities and towns to make by-laws respecting habitual truants.
2. School committees to appoint truant officers, and fix their compensation.
3. Penalty, etc.
4. Officers having jurisdiction.
- 5 and 6. County commissioners,—when to establish places of confinement, etc.
7. State primary school at Monson may be assigned.

[Chap. 285, 1867, substituted for Sections 1, 2 and 3 of this Chapter.]

[SECT. 1. No child under the age of ten years shall be employed in any manufacturing or mechanical establishment within this Commonwealth, and no child between the age of ten and fifteen years shall be so employed, unless he has attended some public or private day school under teachers approved by the school committee of the place in which such school is kept, at least three months during the year next preceding such employment: *provided*, said child shall have lived within the Commonwealth during the preceding six months; nor shall such employment continue unless such child shall attend school at least three months in each and every year; and *provided*, that tuition of three hours per day in a public or private day school approved by the school committee of the place in which such school is kept, during a term of six months, shall be deemed the equivalent of three months' attendance at a school kept in accordance with the customary hours of tuition; and no time less than sixty days of actual schooling shall be accounted as three months, and no time less than one hundred and twenty half-days of actual schooling shall be deemed an equivalent of three months.

Child under 10 years shall not be employed, nor under 15, unless, etc.

Proviso.

Shall so attend yearly day school, time in, how construed.

SECT. 2. No child under the age of fifteen years shall be employed in any manufacturing or mechanical establishment more than sixty hours in one week.

Child under 15 not to work over 60 hours a week.

SECT. 3. Any owner, agent, superintendent or overseer of any manufacturing or mechanical establishment, who shall

knowingly employ or permit to be employed any child in violation of the preceding sections, and any parent or guardian who allows or consents to such employment, shall, for such offence, forfeit the sum of fifty dollars.

Penalty.
9 Met. 562.

SECT. 4. It shall be the duty of the constable of the Commonwealth to specially detail one of his deputies, to see that the provisions of this act, and all other laws regulating the employment of children or minors in manufacturing or mechanical establishments, are complied with, and to prosecute offences against the same; and he shall report annually to the governor all proceedings under this act; and nothing in this section shall be so construed as to prohibit any person from prosecuting such offences.]

State constable
to enforce and
report to gov-
ernor.

[Substituted for Sections 4, 5, 6, 7 and 8 of this Chapter.]

[SECT. 1. Each city and town shall make all needful provisions and arrangements concerning habitual truants and children between the ages of seven and fifteen years who may be found wandering about in the streets or public places of such city or town, having no lawful occupation or business, not attending school, and growing up in ignorance; and shall also make such by-laws as shall be most conducive to the welfare of such children, and to the good order of such city or town; and shall provide suitable places for the confinement, discipline and instruction of such children: *provided*, that said by-laws shall be approved by the superior court, or a justice thereof, or by the judge of probate of the county.

1873, 262.
By-laws re-
specting habit-
ual truants, etc.

SECT. 2. The school committee of the several cities and towns shall appoint and fix the compensation of two or more suitable persons, to be designated as truant officers, who shall, under the direction of said committee, inquire into all cases arising under such by-laws, and shall alone be authorized, in case of violation thereof, to make complaint and carry into execution the judgment thereon, [and may serve all legal processes issued by the courts in pursuance of [this] act, but shall not be entitled to or receive any fees therefor.]

Truant officers,
how appoint-
ed, powers,
compensation.
10 Allen, 149.

1874, 233.

SECT. 3. Any minor convicted under such by-law of being an habitual truant, or of wandering about in the streets and public places of any city or town, having no lawful employment or business, not attending school and growing up in ignorance, shall be committed to any institution of instruction or suitable situation provided for the purpose under the authority of section one, of this act, or by law, for such time, not exceeding two years, as the justice or court having jurisdiction may determine. Any minor so committed may, upon proof of amendment, or for other sufficient cause shown upon a hearing of the case, be discharged by such justice or court.

Minor convict-
ed may be com-
mitted.

SECT. 4. Justices of police or district courts, trial justices, trial justices, etc., having jurisdiction. See § 8 of this ch. for compensation of do. Justices of juvenile offenders, and judges of probate shall have jurisdiction within their respective counties, of the offences described in this act.

SECT. 5. When three or more cities or towns in any county shall so require, the county commissioners shall establish at convenient places therein, other than the jail or house of correction, at the expense of the county, truant schools, for the confinement, discipline and instruction of minor children convicted under the provisions of this act, and shall make suitable provisions for the government and control of said schools, and for the appointment of proper teachers and officers thereof.

SECT. 6. Any city or town may assign any such truant school as the place of confinement, discipline and instruction for persons convicted under the provisions of this act; and shall pay such sum for the support of those committed thereto as the county commissioners shall determine, not exceeding the rate of two dollars per week for each person.

SECT. 7. Any city or town may, with the assent of the board of state charities, assign the state primary school at Monson as the place of confinement, discipline and instruction for persons convicted under the provisions of this act, instead of the truant schools heretofore mentioned; and shall pay for the support of such persons committed thereto, such sum as the inspectors of said school shall determine, not exceeding two dollars per week for each person. Any minor so committed, may, upon satisfactory proof of amendment, or for other sufficient cause, be discharged by the board of state charities.]

May be sent to state primary school at Monson.

[Section 3 of Chapter 285.]

"A corporation is not liable to the penalty imposed by Stat. 1840, chap. 60, § 3, on the owner, agent or superintendent of a manufacturing establishment, for employing children under the age of twelve years in laboring more than ten hours in a day in such establishment." 9 Met. 562.

The Care and Education of Neglected Children.

[Chap. 283, 1866.]

[SECT. 1. Each of the several cities and towns in this Commonwealth is hereby authorized and empowered to make all needful provisions and arrangements concerning children under sixteen years of age, who by reason of the neglect, crime, drunkenness or other vices of parents, or from orphanage, are suffered to be growing up without salutary parental

Towns may provide for children of drunken and vicious parents.

control and education, or in circumstances exposing them to lead idle and dissolute lives ; and may also make all such by-laws and ordinances respecting such children, as shall be deemed most conducive to their welfare and the good order of such city or town : *provided*, that said by-laws and ordinances shall be approved by the superior court, or in vacation by a justice thereof, and shall not be repugnant to the laws of the Commonwealth.

1867, 2.

SECT. 2. The mayor and aldermen of cities and the selectmen of towns availing themselves of the provisions of this act shall severally appoint suitable persons to make complaints in case of violations of such ordinances or by-laws as may be adopted, who alone shall be authorized to make complaints under the authority of this act.

Persons to provide for execution of.

SECT. 3. When it shall be proved to any judge of the superior court, or judge or justice of a municipal or police court, or to any trial justice, that any child under sixteen years of age, by reason of orphanage or of the neglect, crime, drunkenness or other vice of parents, is growing up without education or salutary control, and in circumstances exposing said child to an idle and dissolute life, any judge or justice aforesaid, shall have the power to order said child to such institution of instruction or other place that may be assigned for the purpose, as provided in this act, by the authorities of the city or town in which such child may reside, for such term of time as said judge or justice may deem expedient, not extending beyond the age of twenty-one years for males, or eighteen years for females, to be there kept, educated and cared for according to law.

Judge or trial justice may send child to town institution.

SECT. 4. Whenever it shall be satisfactorily proved that the parents of any child committed under the provisions of this act, shall have reformed and are leading orderly and industrious lives, and are in a condition to exercise salutary parental control over their children, and to provide them with proper education and employment ; or whenever said parents being dead, any person may offer to make suitable provision for the care, nurture and education of such child as will conduce to the public welfare, and will give satisfactory security for the performance of the same, then the directors, trustees, overseers or other board having charge of the institution to which such child may be committed, may discharge said child to the parents or to the party making provision for the care of the child as aforesaid.]

When children may be discharged.

Penalty for Disturbing Schools, etc.

[Gen. Stat., Chap. 165, Sect. 23.]

SECT. 23. Whoever wilfully interrupts or disturbs any school or other assembly of people met for a lawful purpose, shall be punished by imprisonment in the jail not exceeding thirty days, or by fine not exceeding fifty dollars.

Disturbance of
schools and
public meet-
ings.

This statute "includes meetings assembled for the discussion of the subject of temperance; and also, *it seems*, political gatherings, meetings for amusement, and all public meetings held for lawful purposes." *1 Gray, 476.*

[Chap. 279, Acts of 1874.]

No license shall be granted by the mayor and aldermen or selectmen of any city or town for any exhibition mentioned in section seventy-four of chapter eighty-eight of the General Statutes at which children under the age of fifteen years are employed as acrobats, contortionists or in any feats of gymnastics or equestrianism.

NORMAL SCHOOLS.

[Chap. 70, Resolves of 1838.]

WHEREAS, by letter from the Honorable Horace Mann, secretary of the board of education, addressed on the twelfth of March current, to the president of the senate and speaker of the house of representatives, it appears, that private munificence* has placed at his disposal the sum of ten thousand dollars to promote the cause of popular education in Massachusetts, on condition that the Commonwealth will contribute, from unappropriated funds, the same amount in aid of the same cause, the two sums to be drawn upon equally, from time to time, as needed, and to be disbursed under the direction of the board of education in qualifying teachers for the common schools; therefore

Resolved, That his excellency the governor is hereby authorized, by and with the advice and consent of the council, to draw his warrant upon the treasurer of the Commonwealth, in favor of the board of education, for the sum of ten thousand dollars, in such instalments, and at such times as said board may request: *provided*, that said board, in their request, shall certify that the secretary of said board has placed at their disposal an equal amount to that for which such application may be made by them; both sums to be expended under the direction of said board, in qualifying teachers for the common schools in Massachusetts.

* Of Hon. Edmund Dwight.

Resolved, That the board of education shall render an annual account of the manner in which said moneys have been by them expended.

[Chap. 49, Resolves of 1853.]

Resolved, That the board of education be, and they are hereby authorized to establish a state normal school at some suitable place in the county of Essex, and that the sum of six thousand dollars be, and the same is hereby appropriated from the proceeds of the public lands or the school fund, according to the provisions of the act of the year one thousand eight hundred and forty-six, chapter 219, to defray the expense of providing a site, of erecting or purchasing a suitable building, and furnishing the necessary appurtenances and apparatus for said school; and that the same be expended for that purpose under the direction of the board of education, upon whose requisition the governor is hereby authorized to draw his warrants upon the treasury to the amount aforesaid.

Resolved, That the board of education be, and they are hereby authorized to purchase and receive grants of land in the name of the Commonwealth, and in suitable quantity, for the site of said building and the accommodation of said school; and that, before selecting said site, they be directed to receive propositions from towns or individuals in said county of Essex, in aid of the object of these resolves, and afterwards to make such selection as will in their opinion best subserve the interests and accommodate the wants of said school.

[Chap. 79, Resolves of 1871.]

Resolved, That the board of education are hereby authorized and required to establish a state normal school in the city of Worcester, and that the sum of sixty thousand dollars is hereby appropriated to defray the expenses of erecting a suitable building and furnishing the necessary appurtenances and apparatus for said school, and that the same be expended under the direction of the board of education, upon whose requisition the governor is hereby authorized to draw his warrant for the amount aforesaid to be paid from the school fund: *provided*, that the deficit of income of the school fund occasioned by such payment shall be deducted from the moiety of the income of said fund applicable to educational purposes, in such manner as not to affect the amount to be apportioned and distributed for the support of public schools.

Resolved, That the trustees of the Worcester Lunatic Hospital are hereby authorized and required to convey to the board of education and its successors, in trust for the Commonwealth, a tract of land situated in said city of Worcester of not more than five acres, to be located by the governor and council, east of a line drawn one hundred

and seventy feet east of the easterly line of Mulberry Street, and north of a line drawn five hundred feet south of the southerly line of Prospect Street, when extended east as proposed: and west of the westerly line of Wilmot Street, when extended southerly as proposed; the conveyance of said land to include a right of way thereto from East Central Street, the location whereof shall be determined and fixed by the governor and council, if, in their opinion, said right of way is necessary and desirable.

Resolved, That the city of Worcester is hereby authorized to lay out and extend Prospect Street, from its present easterly terminus to its intersection with the proposed line of the prolongation of Wilmot Street; also to extend Wilmot Street southerly to the proposed intersection with the extension of Prospect Street, and from that point southerly to East Central Street.

Resolved, That the value of said land shall be determined and fixed by the governor and council, and the amount shall be credited by the treasurer of the Commonwealth to the fund created by the provisions of section four of chapter two hundred and thirty-eight of the acts of the year eighteen hundred and seventy.

Resolved, That the city council of the city of Worcester may raise by taxation or otherwise, the sum of fifteen thousand dollars, and may pay the same to the board of education for the purposes named in these resolves: *provided*, that these resolves shall not take effect until the city of Worcester or the inhabitants thereof shall have paid to the board of education the sum of fifteen thousand dollars to aid in the erection and furnishing of the building for said school.

[Chapters 47 and 61, Resolves of 1873.]

Resolved, That there be allowed and paid out of the treasury the sum of seventy-five hundred dollars for the expenses of a state normal art-school, the same to be expended under the direction of the board of education.

Resolved, That the sergeant-at-arms with the consent and approval of the commissioners on the state house be authorized to assign the rooms on the third floor of the house number thirty-three Pemberton Square, to the board of education for the use of the State Normal Art-School.

In accordance with the foregoing Resolves, normal schools were established as follows:—

The first at Lexington, which was opened July, 1839; transferred to West Newton, September, 1844; and to Framingham in 1853. It receives as pupils only females.

The second was opened at Barre, September, 1839; was suspended in 1841; and recommenced at Westfield, September, 1844, and receives both sexes.

The third was opened at Bridgewater, September, 1840, and admits pupils of both sexes.

The fourth was established at Salem, and opened September, 1854, and is for females only.

The school at Worcester was opened September, 1874. It admits pupils of both sexes.

The Normal Art-School was opened October, 1873.

Course of Study in the Normal Schools.

The design of the Normal Schools is strictly professional; that is, to prepare, in the best possible manner, the pupils for the work of organizing, governing and instructing the public schools of the Commonwealth.

To this end there must be the most thorough knowledge: *first*, of the branches of learning required to be taught in the schools; and, *second*, of the best methods of teaching those branches.

Course of Study.

The *time* of the course extends through a period of *two years*; and is divided into terms of twenty weeks each, with daily sessions of not less than five hours, five days each week.

Branches of Study to be Pursued.

First Term.—1. Arithmetic, oral and written, begun. 2. Geometry begun. 3. Chemistry. 5. Grammar and Analysis of the English language.

Second Term.—1. Arithmetic completed; Algebra begun. 2. Geometry completed; Geography and History begun. 3. Physiology and Hygiene. 4. Grammar and Analysis completed. 5. Lessons once or twice a week in Botany and Zoölogy.

Third Term.—1. Algebra completed; Book-keeping. 2. Geography and History completed. 3. Natural Philosophy. 4. Rhetoric and English Literature. 5. Lessons once or twice a week in Mineralogy and Geology.

Fourth Term.—1. Astronomy. 2. Mental and Moral Science, including the principles and art of Reasoning. 3. Theory and Art of Teaching, including: (a) Principles and Methods of

Instruction; (b) School Organization and Government; (c) School Laws of Massachusetts. 4. The Civil Polity of Massachusetts and the United States.

In connection with the foregoing, constant and careful attention to be given throughout the course to drawing and delineations on the blackboard; music; spelling, with derivations and definitions; reading, including analysis of sounds and vocal gymnastics; and writing.

The Latin and French languages may be pursued as optional studies, but not to the neglect of the English course.

General exercises in composition, gymnastics, object lessons, etc., to be conducted in such manner and at such times as the principals shall deem best.

Lectures on the different branches pursued, and on related topics, to be given by gentlemen from abroad, as the Board or the Visitors shall direct, and also by the teachers and more advanced scholars.

The order of the studies in the course may be varied in special cases, with the approval of the Visitors.

Advanced Course.

A supplemental course of study, occupying two years, is provided for the graduates of the regular course who desire to prepare themselves for the higher departments of teaching, which includes the Latin, French and German languages, the higher mathematics, and the other branches required to be taught in the high schools of the State. Pupils who, on entering the school, have in view the completion of this higher course, may take a part of its studies in connection with a part of the branches in the regular course, and in this way, at the end of four years, be prepared to graduate from both courses simultaneously.

For terms of admission to the Normal Art-School, and the course of study for the first and second years, see the reports of the Visitors of the school, printed in the thirty-seventh and thirty-eighth annual reports of the Board of Education.

DEAF-MUTES.

The first steps taken by Massachusetts for the education of her deaf-mute children, were as follows:—

[Chap. 24, Resolves of 1817.]

Resolved, That the selectmen and assessors of towns and plantations ascertain the number of deaf and dumb persons in their respective towns and plantations, and report the same to the secretary of this Commonwealth, specifying their age, sex and "situation, and that of their near relations, in point of property."

The secretary to send a copy of this resolve to each town, and to print the same in all newspapers in which the laws are printed, six weeks successively, prior to the first Wednesday of the next session of the general court.

[Chap. 103, Resolves of 1818.]

Resolved, That Hon. John Phillips, President of the Senate; Hon. Timothy Bigelow, Speaker, and Hon. Richard Sullivan, be a committee, in the recess of the legislature, to consider the situation and circumstances of the deaf and dumb; to extend their inquiries so far as is practicable, as to the views of the neighboring states, in relation to this subject; to see what aid this Commonwealth can, in their opinion, consistently bestow in promoting an institute for improving the condition of these persons, and the most eligible means of carrying the same into effect;—to report at the first session of the next general court.

[Chap. 44, Resolves of 1819.]

Resolved, That his excellency the governor be authorized to give sixty days' notice, by publishing in such newspapers as he may think proper, that, upon the application of the parent or guardian of any deaf and dumb person belonging to this Commonwealth, *accompanied by a certificate from the selectmen of the town where such parent or guardian resides, of the inability of such parent or guardian to defray the expense of board and instruction of such deaf and dumb persons at the asylum at Hartford, in the state of Connecticut*; then, that the said expense, or part thereof, shall be defrayed by this Commonwealth, in the manner hereinafter mentioned.

By various Acts and Resolves, the policy thus initiated has been continued till the present time.

On the incorporation of the Clarke Institution for Deaf-Mutes at Northampton, the following Act was passed:—

SECT. 1. The governor, with the approval of the board of education, is hereby authorized to send such deaf-mutes or deaf children between five and ten years of age, as he may deem fit subjects for instruction at the expense of the Commonwealth, to the Clarke Institution for Deaf-Mutes at Northampton, or to such schools or classes as now are or may hereafter be established for the education of deaf-mutes in this Commonwealth.

Governor may send to Clarke Institution or other school in State, pupils from five to ten years of age. 1867, 311.

SECT. 2. The governor is hereby authorized to draw his warrant for such sums as may be necessary to provide for the instruction and support of the pupils named in the preceding section, not exceeding for each pupil, the amount which is now or may hereafter be paid by the Commonwealth, for the education and support of deaf-mutes at the American Asylum at Hartford.

May draw warrant for instruction and support.

SECT. 3. The education of all deaf-mutes who are now receiving or may hereafter receive instruction at the expense of the Commonwealth, shall be subject to the direction and supervision of the board of education; and said board shall set forth in their annual report the number of pupils so instructed, the cost of their instruction and support, the way in which the money appropriated by the Commonwealth has been expended, and such other information as said board may deem important to be laid before the legislature.

Board of education shall supervise instruction and report annually.

SECT. 4. The governor is hereby authorized to extend to ten years, the term of instruction now granted to deaf-mutes educated at the expense of the Commonwealth.

The governor, with the approval of the board of education, is hereby authorized to send such deaf-mutes or deaf children as he may deem fit subjects for instruction at the expense of the Commonwealth, to the American Asylum at Hartford, or to the Clarke Institution for Deaf-Mutes at Northampton [or any other school for deaf-mutes in this Commonwealth], as the parents or guardians may prefer.

1869, 333.
Governor may send to American Asylum at Hartford, or to Clarke Institution, and Boston School, as parents, etc., prefer.

No beneficiary of this Commonwealth in any institution or school for the education of deaf-mutes, shall be withdrawn therefrom, except with the consent of the proper authorities of such institution or school, or of the governor of this Commonwealth.

1871, 300.

Such duties with reference to institutions for the instruction of the deaf and dumb, and of the blind, as are now invested by law in the board of state charities, are hereby transferred to and vested in the board of education; and such institutions, when aided by a grant of money from the state treasury, shall make report to the said last-named board instead of to the former, as prescribed by chapter two hundred and forty-three of the acts of the year one thousand eight hundred and sixty-seven.

1875, 118.
Institutions for educating deaf-mutes and the blind, to report to board of education.

WORCESTER COUNTY FREE INSTITUTE.

[Chapters 57 and 72, Resolves 1869.]

Resolved, That there be allowed and paid out of the treasury of the Commonwealth the sum of fifty thousand dollars to the Worcester County Free Institute of Industrial Science. *And in consideration of this grant, said institute shall annually receive twenty pupils, and instruct them during the entire course free of tuition*; such pupils to be selected by the board of education from the different counties in this Commonwealth, except that none shall be taken from Worcester County.

Resolved, That the resolve in favor of the Worcester County Free Institute of Industrial Science, approved on the tenth day of May of the present year, shall not be construed to require said institution to retain and instruct, free of tuition, at any one time, more than twenty pupils to be selected by the board of education.

PUBLIC LIBRARIES.

[Gen. Stat., Chap. 33.]

Town and City Libraries.

SECT. 8. Each town and city may establish and maintain a public library therein, with or without branches, for the use of the inhabitants thereof, and provide suitable rooms therefor, under such regulations for its government as may from time to time be prescribed by the inhabitants of the town, or the city council.

Towns and cities may establish libraries.
1851, 305, § 1.

SECT. 9. Any town or city may appropriate money for suitable buildings or rooms, and for the foundation of such library a sum not exceeding one dollar for each of its ratable polls in the year next preceding that in which such appropriation is made; may also appropriate annually, for the maintenance and increase thereof, a sum not exceeding fifty cents for each of its ratable polls in the year next preceding that in which such appropriation is made, and may receive, hold and manage, any devise, bequest or donation for the establishment, increase or maintenance of a public library within the same.

—may appropriate money and receive devises, etc., for that purpose.
1851, 305, §§ 2, 3.
1859, 25.

Social Libraries.

SECT. 10. Seven or more proprietors of a library may form themselves into a corporation, under such corporate name as they may adopt, for the purpose of preserving, enlarging and using such library; with the powers, privileges, duties and liabilities of corporations organized according to

Proprietors of library may be a corporation, etc.
R. S. 41, §§ 1, 3, 6.

the provisions of chapter sixty-eight, so far as the same may be applicable, and may hold real and personal estate to an amount not exceeding five thousand dollars in addition to the value of their books.

SECT. 11. Upon application of five or more of such proprietors, a justice of the peace may issue his warrant to one of them, directing him to call a meeting of the proprietors, at the time and place and for the purposes expressed in the warrant. The meeting shall be called by posting up the substance of the warrant in some public place in the town where the library is kept, seven days at least before the time of the meeting; at which, if not less than seven of the proprietors meet, they may choose a president, a clerk who shall be sworn, a librarian, collector, treasurer and such other officers as they may deem necessary; and may determine upon the mode of calling future meetings.

SECT. 12. The treasurer shall give bond with sufficient sureties, to the satisfaction of the proprietors, for the faithful discharge of his duties.

SECT. 13. Such proprietors may, by assessments on the several shares, raise such money as they may judge necessary for the purposes of preserving, enlarging and using the library.

[Chap. 250, Acts of 1869.]

SECT. 1. Moneys received by the treasurer of any county, under the provisions of chapter one hundred and thirty of the acts of the year eighteen hundred and sixty-seven, and not expended in the payment of damages done by dogs in accordance with the provisions of said act, shall be paid back to the treasurers of the several cities and towns of said county, in the month of January of each year, in proportion to the amount paid by said city or town to said county treasurer; and the moneys so refunded shall be expended for the support of public libraries or schools, in addition to the amount annually appropriated by said city or town for those purposes. In the county of Suffolk, moneys received by any treasurer of a city or town, under the provisions of said act, and not expended in accordance with the provisions of the same, shall be appropriated by the school committee of said city or town for the support of the public schools therein established.

SECT. 2. The last clause of section twelve of chapter one hundred and thirty of the acts of the year eighteen hundred and sixty-seven, is hereby repealed.

[Chap. 26, Acts of 1871.]

SECT. 1. The city governments of the several cities and the selectmen of the several towns in this Commonwealth, in which may now or hereafter be public libraries, owned and maintained by said cities and

towns, are hereby authorized to place in the public libraries, for the use of the inhabitants, such books, reports and laws as have been or may be received from the Commonwealth.

[Chap. 42, Acts of 1872.]

SECT. 1. Whoever wilfully and maliciously or wantonly and without cause writes upon, injures, defaces, tears or destroys any book, plate, picture, engraving or statue, belonging to any law, town, city or other public library, shall be punished by a fine of not less than five dollars nor more than fifty dollars, or by imprisonment in the jail not exceeding six months for every such offence.

SECT. 2. Chapter sixty-nine of the acts of the year one thousand eight hundred and sixty-seven is hereby repealed.

[Chap. 306, Acts of 1873.]

Any city or town may appropriate and pay such sum annually as it may see fit, toward defraying the expenses of maintaining any library within such city or town to which the inhabitants are allowed free access for the purpose of using the same on the premises.

According to the returns of 1872, there were eighty-two free public libraries in eighty-two cities and towns, containing 564,479 volumes, with an addition in 1871 of 50,130 volumes, and delivering during the year 1,345,179 volumes.

Of social libraries, there were, in 108 cities and towns, 213, containing 777,569 volumes.

Total number of volumes in libraries returned, 1,342,048, exclusive of private and Sabbath School libraries.

In conclusion, a word of explanation is due. Having decided to print a revised edition of the school laws as the prominent feature of this Report, it was deemed advisable to delay the printing so as to include the legislation of 1875, more especially that, which was greatly needed and also reasonably expected, relating to the better education of children employed in manufacturing and mechanical establishments. A satisfactory bill for this end passed the House of Representatives without opposition; but it was long delayed and finally defeated in the Senate. I need not say how disappointed I am at this result. Nevertheless, I do not abate a jot of hope, nor surrender the belief that the time is not far in the future when the people of Massachusetts will demand, with a voice not to be gainsaid in

any quarter, that all her children, of whatever condition, shall receive that education which alone can prepare them for the duties of citizens of a free State, and that the most bigoted guardians of capital will learn the lesson, before it is too late, that the policy which divorces labor from intelligence is a most short-sighted policy, disastrous alike to the highest interests of labor and of capital itself.

JOSEPH WHITE.

APPENDIX TO THE SECRETARY'S REPORT.

ADDRESS OF HON. EMORY WASHBURN

AT THE DEDICATION OF THE WORCESTER NORMAL SCHOOL BUILDING.

Standing, as we do, at the threshold of an enterprise in whose success future generations, as well as our own, have an interest, there is a manifest propriety in devoting the occasion to a contemplation of the work to which this beautiful and commodious edifice is now to be dedicated.

The setting apart public edifices by appropriate ceremonies of dedication to the purposes for which they have been erected, has been too often repeated to render necessary a word of explanation why we have come together to consecrate, in behalf of the Commonwealth, this house to the high and noble purposes of free and popular education. If we confined ourselves to the history of the Old World, we should find little to guide us as to the services with which to set apart a public edifice to the work of perfecting and sustaining a system of free schools. We might there read of the hundred days of bloody fights between men and women and wild beasts, scarcely less savage, with which a Roman emperor devoted the majestic coliseum to feed the depraved love of amusement of a brutal populace. We might borrow there the shout of armed hosts, the waving of banners and the roar of artillery with which triumphal arches, reared to the memory of heroes, have been dedicated, and the long procession of stoled priests and mitred dignitaries and swelling anthems with which were consecrated of old those majestic temples of worship, on which the traveller from afar still gazes with admiration and delight. But to our own country alone should we look for a scene like this, where, in consecrating a work reared by the people, pomp and ceremony have no place, and the priest and the potentate are merged in the broader prerogative of the citizen.

I am not ignorant of what Germany has been doing, or what England is now trying to accomplish, in establishing schools for the young. But it is not, I apprehend, as it is here, the action of the

people, voluntarily taxing themselves in a common cause, and for a common good, whereby the children of the rich and poor are made to start on equal terms, in preparing for a life of honorable ambition. The circumstances under which we are assembled here to-day are in harmony with the general feeling of interest in our schools, which pervades the people. They are worthily represented by their chief magistrate as the head of the board, to whom they have committed the charge of their educational interests, as well as by its members, who lend a personal dignity to the office they are called to fill; while those who have come up here from the people themselves, to share in these ceremonies, bear unmistakable testimony to an earnest interest in the community, in the cause of popular education.

In speaking, as I propose to do, of common schools, and the place they hold in the scheme of education, I only need to say they are useful or important in proportion only as they advance this momentous work. We use the word education, however, in a variety of senses, and it may be well to define, in starting, what is to be understood by the term. As a process, it, in one sense, includes the improvement which a man continues to make as long as he retains his mental and moral powers and faculties. But, as commonly used, it relates to the period of childhood and early life, when these powers and faculties are going through a process of development; and if we confine ourselves to its etymology for a definition, we should associate it with the act or process of *drawing out* into activity the faculties which are for use in after-life. A late English writer remarks that "the word education is used in senses so different, that confusion is not always avoided. Some people mean by it the acquisition of knowledge, others the development of faculty."

The latter is, to my mind, its true definition,—not what the mind collects from without for use, but the helping and enabling the mind, by the powers it has within itself, to get a knowledge of itself and the world outside of it, and to use this, practically, in obedience to its will. To have education, when thus applied,—do its work with any good degree of completeness,—it must not only know what these powers and faculties are, and how they may be brought into activity, but it must actually bring them *all* into that condition, without suffering any of them to lie dormant, or to die from inaction or neglect. They are all given to man to be used, and are susceptible of being educated into one harmonious whole. And if, while this is being done, the moral and æsthetical qualities of a child can be developed in a like degree, it helps to lay a safe foundation upon which he may build, in after-life, a superstructure of useful knowledge and honorable achievement. Such a preparation carries the process of education into mature life, instead of regarding it finished, as many do, when they

leave school and enter upon the business by which they are to gain a livelihood.

The idea of education, necessarily, antedates the division of men into classes, and is the same; up to a certain stage, in all, however diverse may be their subsequent pursuits or habits of life, when they come to act for themselves. And the same holds true with the sexes. Up to this stage the question of coeducation need not be raised. It is only when children and youth have passed by this preparatory period, and begun the training which refers more especially to what they are to do and be in a more advanced stage of life, that we begin to mark the changes which come over them, as the faculties which have been developed during this preparatory discipline are cultivated, or otherwise, in whole or in part, or are suffered to die out by disuse. To understand and mark these changes, we need not compare the graduates of different schools. We find them equally palpable and distinct in those who have studied the same books and recited the same lessons, and gone out into the world from the same school. One cultivates certain of his faculties as a specialty, and goes to the pulpit. Another, by a somewhat different course of preparation, finds his way to the bar. With a still different taste and culture, one man enters into the mazes of trade and active business, while another is content with the routine of a clerkship, or the quiet of a farm. Whatever may be his course in life, each finds himself losing or weakening some of his powers by non-exercise, while he brightens others by putting them to active use, till members of the same class in school or college find themselves at last as wide apart in the character of their minds or the habits of their thoughts, as if they had been born and educated in different quarters of the globe.

I am now speaking only of the fact which these changes may help to illustrate, of the phenomena of education, without undertaking to show how they are produced. And I have spoken of such of these as may be witnessed in adult life, because they are of the same nature, in many respects, as the changes through which the mind and character in early life are known to pass, and serve to show that the processes of education go on long after the pupil has left his school; the chief difference being that in the school proper, if education is what it ought to be, it develops the whole of our faculties in harmony, whereas, in adult life, the growth of development is necessarily limited to some of these in preference to others.

To what can we ascribe, unless it is to education, the differences which distinguish individuals in mature life, who once seemed, to the casual observer, so near alike in childhood and early life? If I may say it, without derogating from what is due to the dignity of our common progenitor, whose pedigree down to us Mr. Darwin has

attempted to trace, the line which separates the brute from man is clearly drawn, and is always the same. But, with all that is identical in the faculties and passions and elements of character of children, as we look at them in groups or masses, which shows itself in so many ways that we do not hesitate to apply a common system of school training to them all, we find them, in a few years, as various and diversified in their habits of thought, traits of character and modes of life, as if they had never occupied this common ground. Nor does it matter that they have grown up under the same laws, lived in the same community, and shared in the same religious and political excitements. The school they have now entered, and the processes of education which they are now going through, no longer serve to assimilate them to each other, but are constantly carrying them farther apart in their individual traits and characteristics.

Where, then, I repeat, are we to look for the origin of these differences? There are, undoubtedly, what are called idiosyncrasies which mark individuals at times, but that does not meet the problem. While it is unquestionably true that schools have an important part in developing traits of character as well as of the mind, we have to look for influences earlier and more general than were those of the school for what we see so clearly distinguishable in mature life. Home is a school. The nursery is a school. The surroundings of the child in infancy are a school whose instructions tell on its after-life. Education begins before a child is able to utter a thought. In the economy of human life his early years are designed by Providence to fit and prepare him to start on that endless career which is opening before him. He cannot help being educated, if he would. If it is not for good, it will be for evil. He never stands still. And what he is at the end of the first ten years becomes, in a multitude of cases, a test of what he is to be, morally at least, when he comes to act for himself. He is his own parent to this extent. Not only is this true of morals, but of manners and the style of conversation, and even the tones of the voice. There are differences in these respects, which all have observed, between families living in the same neighborhood, studying the same books, and reading the same newspapers.

If we wanted to illustrate, beyond our own observation, the power of early education, and how soon it begins in life, we have it in the autobiography of John Stuart Mill. Under the drill and discipline of his father, he became a prodigy of learning at a surprisingly early age. But while its intellectual effect was to develop him into a mere thinking machine, it sacrificed the warm and generous impulses of his youth to the cold abstractions of the logician and the subtle refinements of the sceptic.

I reverence the mission of the schoolmaster in the work committed to his charge, to give to successive generations the character they are to unfold. But that of the mother is a thousand times more momentous to society and the State, in what she has to do in watching over and training the immortal spirit which, in its purity and blamelessness, is committed to her charge. Ambition may open before her higher honors than cluster around a New England home; but she can nowhere find a higher or more honorable service than that ordained for her by God himself, as a mother and an educator.

You will not, I trust, suspect me of having lost sight of the purposes of this occasion, in saying what I have of that education which begins its work prior to that of the school, and continues to act on till it opens upon a new state of existence hereafter. My object, in part, has been to show that education, in its proper application, is something different from, and independent of, the mere acquisition of knowledge. Knowledge is to education what the fruit of the tree is to its growth and its capacity to bear its kind. It deals with the inner powers and faculties of the mind, while it manifests itself in the facility it lends to the attainment of a knowledge of the outer world, the laws of science and the amenities of literature and art. It is not the mere acquisition of new branches of knowledge in mature life which changes the habits of a man's mind or adds to it a new faculty, unless it is connected with some special process of intellectual training. The lawyer, by simply studying the facts in natural history, rarely, if ever, becomes a naturalist in thought or feeling. If the merchant, who is trained and disciplined in the mysteries of trade and commerce, undertakes to find out and follow the crooked ways of politics, he will find himself losing quite as much of the powers he possessed in one character as he gains in the other. What education does, when properly conducted, is to enable a man to gain knowledge with ease, and to use it to profit and advantage. And because it does this, it becomes, in a measure, identified with knowledge itself. It is by communicating knowledge, by exciting and stimulating thought among the masses, that the pulpit, the bar, and, more than all perhaps, the press, educate the people and control the policy of a people's government. But education like this is necessarily secondary in its character, and depends for its proficiency upon the preparatory processes to which the individual minds have been subjected; so that, where these are wanting, the press and the learned professions are comparatively powerless. They need a congenial soil, already prepared by skilful culture, to receive the good seed which they are scattering broadcast through the land.

We are now prepared, I trust, to understand the connection there is between the education of the individual citizen and the character and

stability of a people's government, and the indispensable need there is, if we would have it free in principle and just and wise in its administration, of having its foundation laid in the early, thorough and symmetrical training and instruction of the young. Another fact to which these remarks have been tending is, this work of educating the young should be intrusted only to those who understand its processes, and have been trained to it themselves. I have spoken of the part the mother takes in the work; but the child soon passes the stage of her immediate influence to the more systematic training and discipline of the school, and the stimulus of association with others which there enters into the routine of his teaching. And that brings us to what is more immediately appropriate to this occasion,—the inquiry in what this school discipline and instruction shall consist, and to whom shall the work be entrusted.

There are two ways of looking at the first of these inquiries,—one from a physiological point of view, the other in connection with the facts that fall under our daily observation, without attempting to account for the phenomena we witness. We know, for example, that the body is undergoing a constant change in the particles which compose it, while the phenomena of the mind lead us to believe that it remains the same identical entity, so far as consciousness makes us acquainted with it, from youth to old age. The physiologist, indeed, attempts to explain how this complicated organ, the human brain, is built up, and what are the relations of its functions to those of the body in the pursuit and acquisition of knowledge. He goes further, and seeks to detect and point out the laws of hygiene in their bearing upon the coeducation of the sexes. But I leave for others to solve this delicate and difficult problem in the science of education, while I content myself with familiar facts, which every one may draw from a knowledge of his own mind. We know from these that every human mind is wonderfully complex in its constitution, presenting as we study it a variety of powers or faculties, each having its own functions, but forming together a single and entire thing, of which we predicate growth, expansion and culture. We know, too, that these powers may be trained, singly or together, and that, as we do the one or the other, we make the man of broad and full-sized heart and intellect, or the narrow and half-developed victim of ignorant or mistaken trifling with an immortal spirit.

Wise men have for ages been studying what these powers and faculties are, and how and in what order of succession they should be brought into activity in building up a perfect and complete intellectual being. No study can surpass it in interest or importance, even when limited to the analysis of a child's mind. The great trouble with the teachers of schools, to whom this office has been committed, has been

either a partial knowledge only of its laws as a science, or a regarding of it as a routine of which they tire by repetition. Children are so much alike in their general characteristics, that it is easier to lead them along as a band, over a beaten and familiar way, than to stop and study each by himself, and shape the discipline and instruction of the school to the condition and need of its several pupils. Every one of these intellectual faculties, I repeat, is susceptible of culture and improvement, and never so rapidly or so effectually as in the period of school training. The mind is then free from the clogs and embarrassments which come with the cares and duties of mature life.

And yet, in how many are the simplest elements of education neglected, or but half understood. Take the simplest faculty of the mind, which metaphysicians call *Perception*. In how many children it is left to itself, and, for want of use, what was, to begin with, the keenest and quickest of a child's faculties, and the first called into existence, becomes like eyesight which is never used to look out into the broad sunlight,—feeble and uncertain. So with Attention, the power of retaining impressions received through the senses, and without which the mind is powerless to gain and retain knowledge, though of quick and easy culture; half the world seem to go through life unconscious of what is going on around them, beyond what concerns their own animal wants and desires. So, as we ascend to the more complex functions, to what Mr. Taylor in his "Home Education" calls the "Conceptive Faculty," and others the "Reformative Faculty," "that mental power, by means of which what has already been present to the perception returns, or is brought back to the mind in the absence of the object." Though common to all, it is strong or weak, as it is disciplined and brought into activity, or otherwise, on the part of each individual. So I might speak of the other faculties of the human mind, such as Association, Abstraction, Memory and Imagination, which are brought into more or less active exercise by every man of cultivated habits of thought, till we reach the powers of reasoning and judging, which serve to mark the point in the scale of intelligence which every man holds in the gradation of animal life, as well as to distinguish in degree between the classes into which men themselves are divided.

It is only necessary to repeat that it is by these faculties that men are able to gain knowledge, or, when gained, to use it; and that it is the proper business of colleges, as well as schools, to train and discipline and give force and energy to these intellectual faculties, as well as to communicate knowledge by their respective processes of instruction. Whoever has had anything to do with professional schools, has remarked the decided advantage which those who have been trained in college have over those who have only had a common

school education, not simply in the amount of acquired knowledge, but in knowing how to study, how to put their minds at work, and in the ease with which they accomplish what they undertake, as an effort of the intellect.

This work of building up the mind and character of the child into one harmonious whole, is the special office of the school. Not that schools are the only means by which this is done, since many of our brightest intellects have been what are called self-taught. Circumstances have educated them, one can hardly tell how. But these are exceptions which no one is safe to follow, nor do they derogate in the least from the value and importance of well-conducted school training.

And this brings us to the second part of our inquiry: To whom shall this business of teaching and training the young be committed? And what are the requisite qualifications for a satisfactory performance of so delicate and difficult a task? An inquiry like this is a comparatively recent one in our country. Our fathers were content to lay the foundation of that admirable system of common schools, which we still retain, and to leave their oversight to the clergy and the men selected for their general intelligence, in the various localities in which they were established, and seemed to think that with the college they had founded, and the weekly teachings of the pulpit, they had provided all the moral and elementary instruction that was necessary to start men in life and enable them afterwards to win success. Little, comparatively, of the knowledge which is now to be got from books and study, was then deemed essential; and as for teachers, there never was wanting a class of "natural schoolmasters," having a genius for the work, who supplied to some extent the need of qualified teachers. If we trace the annals of almost any of our towns, we shall find preserved there the names of one or more of those able-bodied professional schoolmasters, teaching for a few months in winter, and working, it may be, on farms for wages in the summer, who were famed for their skill and knack as instructors, and especially for their prowess as disciplinarians.

Less favored districts got along as best they could, contenting themselves with the services of some kind school dame for the little children during the summer months, and the uncertain battle for mastery between a teacher of the approved sex and the larger scholars during the two or three winter months they could be spared from work. Of the school-houses in which this process was carried on, I can only say that, as I recall the alternate freezing and roasting, and discomfort in every form to which the children were subjected in them, they would, at this date, be the subjects of indictment for cruelty to animals. Of the qualifications of some of those teachers, I recall more than one examination to which the law subjected candidates for the office, from

which one would infer that if reading and writing came at all, it was "of nature," while geography was a conundrum which only a few were expected to guess. A gentleman, now with us, has told me of his own experience in days gone by, as a pupil in the highest school they had in this, then, goodly town of Worcester, when the master advised him to "skip vulgar fractions," as "they were such little things, it was not worth wasting one's time to learn them."

With the introduction, however, of new discoveries in science, and the necessity of a broader preparation for the more numerous avocations and pursuits of life, sensible and discreet men began to appreciate the low condition of our schools, and to look for some reform. Worcester was one of the earliest country towns to recognize this need of reform, and take steps to improve its schools. Among the names to be honorably mentioned in this connection, is that of Governor Lincoln, who with his accustomed foresight and sagacity urged upon the attention of the legislature, in his annual messages of 1826, 1827 and 1828, the importance of coming to the aid of our common schools, and anticipating what has since become so important a feature in the system, by at least ten years, commended to the fostering patronage of the legislature the establishment of an institution to qualify teachers for these schools. Another important measure which did much to aid in developing an increased interest in the schools of the State, was the school law of 1826, which was drawn and successfully advocated in its passage through the legislature by Mr. Burnside, one of the then representatives from Worcester.

Much is due to Mr. Mann, for the part he took in this great movement, and he found himself fully sustained by willing coadjutors in the enterprise he had undertaken. An idea had been borrowed from Prussia, which has now become all but a self-evident truth, that, if one would be a teacher, he must himself be taught; that if he would build up and set in motion that most delicate and complicated of all machines, the human mind, he must know the elements of which it is composed, and the sources of the power which moves it. It was seen that to undertake this, as so many had done, without preparatory training equal to that of an apprentice to a joiner or a blacksmith, was literally trifling with one of the highest trusts which Providence had committed to man. And this idea, at last, got such hold upon the public mind, that the experiment was entered upon of establishing a normal school. But it was not carried without a sharp and severe struggle. It was an innovation, it was an imputation upon such schoolmasters as they had, and to carry it out required a body of men distinct from the town and district school committees, who had been the only efficient power under the old system; and even in our own day, there are men who find their way into the legislature, who look with

serious apprehension upon the *danger* of entrusting so much *power* to eight quiet, innocent, untitled gentlemen, holding office for a brief term, without a cent of patronage beyond choosing their own secretary and an agent or two, and serving without pay, and almost without anybody's thanks.

Fortunately, they have not hitherto shown themselves particularly formidable, and the institution of normal schools, under their supervision, has become too well established to be in danger from such apprehensions. While they have been training a corps of teachers for our schools, they have been educating the people to understand and appreciate their value and importance. The first of these was inaugurated in July, 1839; the second in September following; the third in September, 1840; the fourth in 1854. Boston established a local one in 1852, and the State a normal school of art in 1870; and the fifth of these state normal schools opens its doors to-day to the earnest and right-minded pupils of either sex who may come up hither to fit themselves for the work of educating the young, and helping thus to impress a lasting influence upon the character of the future men and women of the Commonwealth.

Of the amount of influence which these normal schools have exerted upon the educational interests of the State, it is impossible to measure it, or speak of it in any other than general terms. I have been furnished with an approximation to the statistics of the number of those who, in the last thirty-five years, have shared in the benefits of their training. For these I am indebted to the courtesy of the present heads of these schools, the details of which I must reserve for the present. The whole number who have at any time been members of these four schools, I cannot at present state. Of those who have been graduated, including such as passed through the regular course before the custom of a formal graduation had been introduced, the number, as near as I can ascertain, is 4,500. Of these, about 800 were young men, the remainder of the other sex.

Nor can I but partially compare our schools, as we find them to-day throughout the State, with what they were at the beginning of that period. One significant test we have in the contrast between the average length of all the schools in the State during the year, as stated in the report of the Board of Education in 1838, and that of the schools, as found in their report in 1873, by which we find that it had increased from six months and twenty-five days, to eight months and eight days, making a total increase of twenty per cent. While the amount raised in the former year by taxation for school teachers was said to be "more than \$465,000 annually," the report for 1873 sets down the amount raised by taxation for the support of public schools, "including only wages, fuel, care of fires and school-houses," at \$3,889,053.

And when we remember that this is the voluntary act of the people in taxing themselves, we may confidently assume that the cause of education has in this period been making rapid advances, if it has not reached the point that is desirable. There has been, moreover, in that time, a great and gratifying change wrought in the business of school teaching, as well as in the social condition of those engaged in it. Instead of being what it once was, an empirical, make-shift, job-work, to be taken up by any one who chose to try it, it has become an honorable profession, requiring skill and science and character to practise it.

Instead of that line which once divided the sexes in their supposed capacity to carry on such a work, it has been found by experience that it is not easy to pronounce judgment between the quickness, clearness of apprehension and ready susceptibility of the one, as a quality in teaching, and the so-called manlier qualities of the other. And the fact that for eight years past one of these normal schools has been under the charge and management of a woman, and that its success can leave little to desire, has done much to settle the problem in the public mind of capacity to teach as not depending upon the sex of the teacher. Another significant point has been gained, and that is, a better appreciation of the value, as well as the dignity, of a teacher's labors. Salaries are not yet what they ought to be, but we may hope for progress even here; and there is one most important lesson to be learned in the moral, if not the political, economy of school teaching, and that is, how to reconcile with fair dealing the employment of two persons, with equal ability and acceptance, and compelling one to accept of one-half or two-thirds of what is paid to the other, merely because the brain which has done the task worked underneath a fairer or less rugged brow than the one who has been fairly paid.

I would not be understood as supposing that these changes are all that are needed in our public schools. Much has yet to be done before they are what they ought to be. We must cast our lot in with our sister States in this respect, while we recall the mortifying fact which has been repeated in the papers, that of the candidates for admission to the West Point Academy at the late examination, more than thirty-three per cent were rejected for defects in the rudiments of a common school education. They had, doubtless, made a show, at least, of progress in many branches of what is called knowledge or science, which, like so many in almost every town, they were ambitious to master, without having first taken the elementary steps by which alone the higher grades of learning can be fully attained. The teacher has a double temptation to slide his pupil over this elementary stage, which has little eclat about it, and to give him a place in which he can make a more decided display; his own pride is gratified, and the

weakness of the parent and the good nature of the school committeemen are flattered at the exhibition of smartness which they thereby witness. The age itself is to blame for this trying to cram school children's minds beyond their years. It is not content to go on, step by step, as it was when we had less pretentious schools and fewer subjects to teach, but seeks for fruit before the seed has been planted.

Will it be said that I am dwelling too much at length upon the humbler province of the primary schools, while I am not sufficiently mindful of our high schools and schools of science? One purpose, I confess, in what I am saying, is to combat the idea of making specialties of science a part of the training of a child's mind, before he has thoroughly and consistently mastered the processes by which alone it is to be developed, if at all. And even when that has been accomplished, and the pupil has advanced to the stage where the gaining of knowledge becomes a part of the process of disciplining the mind, it becomes important that it should not be done in a way to narrow and circumscribe the scope of his inquiry. There is much good sense in the remark of a writer whom I have already quoted. "My notion," says he, "of educating my boy is, not to make him particularly clever at anything during his minority, but to make him overcome the rudimentary difficulty of many, so that when he selects for himself his own line of culture in the future, it cannot be altogether strange to him whatever line he may happen to select." The remarks I have quoted, however, do not apply to the elementary teachings of which I have been speaking, because in this there is properly no *selection* of topics. Every part of it is indispensable as an instrument of further progress. The pupil learns to read and write and spell, not as being in themselves the knowledge that enriches the mind, and invigorates its powers, but as something by which he is to acquire such knowledge, and, to that end, these processés should become so familiar as to be automatic in their action, like the intuition of thought. The same, to a good degree, is true of the simpler rules of arithmetic as aids in the processes of abstract thought, and the use of language as a means of thinking and a medium of thought.

When speaking of another of these elementary faculties, the memory, the danger to the school teacher is of putting too much of the so-called work of early education upon it. It is made in fact to do almost everything; though the mere action of memory, without calling into action the other faculties of the mind, the judgment, the reason, and what some writers call "the perception of analogy," is not in itself education. Such an exercise has as little to do with strengthening and enriching the mind as calling upon the boy to recite, in their order, the list of names recorded in the first chapter of Matthew. And what is worse than all in this kind of teaching, which this loose way of

dealing with elementary instruction implies, is the habits which the child gains at school, which stick to him as long as he lives. What a lamentable number graduate every year from our common schools poor readers and poor spellers, with anything but the pen of a ready writer, and very little regard for the relations of number and tense, in what are called the rules of grammar. And while I would not carry criticism quite so far as the learned committee-man of whom we have all heard, who, in addressing one of these, reminded the pupils that "*pro-noun-ca-tion* was important in this world and in the world to come," I would protest, in the name of those who pay their money, that they have a right to insist that their children shall be so taught as to be able to write properly and speak correctly, which lie at the very foundation of the intercourse of well-bred society.

This taxing the memory, without stimulating the thought of a child, is one great cause why the exercises of a school are such a drudgery to so many children, which some teachers try in vain to counteract by a dread of punishment. I have no time left to discuss the question of corporal punishment in schools; but if some of our teachers were as earnest and ingenious to devise ways to keep their pupils occupied and interested while in school as they are to contrive modes of keeping order, even if the child did occasionally draw a long breath or shift the position of his body, they would, I apprehend, find school keeping an entirely different thing from the struggle for life that some of them make it.

Now, it is the office of the normal school to study out, expose and suggest guards against these and like errors, as well as to point out and illustrate, by experiment and example, what education is, and what should be the course of instruction in the several grades of schools from those of the A B C of the beginner, to his graduation at the high school. And though, even here, there is danger of attempting too much, the work which those normal schools have accomplished already must have satisfied the public that they have faithfully redeemed every pledge which their friends have made for them. And when we carry our thoughts forward to the part which those who are taught in these schools are to take in giving tone and hue to the character of the generation which is to come after us, who can fail of being impressed with the magnitude of the power and responsibility of the normal schools, as well as those whom they train to be the school-masters, in their influence upon the destinies of the race?

From the influence of our educational system and its schools upon the individual members who compose them, it is natural to turn to what they are doing and have done for the Commonwealth as a whole. It was her good fortune, as well as it has been her honest pride, to have originated the system which other States have been emulous to

imitate. And the result has been that in no part of the world has education been more universally diffused among the people than here. A native of the State, of capacity to be taught, who cannot read and write, is too rare to be taken into account. It is to her schools, more than any other single cause, that are to be ascribed that high-toned democracy, that homogeneity of sentiment and opinion, that inbred sense of independence and self-reliance as citizens, which have made them a united, self-governing, law-abiding people, the underlying elements of a Christian Commonwealth. I have not time to follow out what I have said, beyond her common schools, to what is called the "higher education," and have been compelled to confine myself almost wholly within the sphere over which the normal schools are exerting the most direct influence. And one great cause of the success of the system, has been the independence of her schools of all entangling alliances with either religious sects or party politics. The hold which religious sects have had upon the schools of the Old World, has been a fatal clog to everything like free thought or independent opinion on the part of those who have been their pupils.

Knowing, as the leaders of these sects do, the power of education over the child in giving a direction to his mind and character, which he carries through life, if they once get possession of the secular schools, they yield it, if at all, only after a sharp and severe struggle. Italy and England are to-day in the midst of an effort to establish free schools. But one of the greatest obstacles which they have to encounter, is this unwillingness of certain sects to let go their hold upon the schools as they exist. There never was a class of Christians more true to their faith, or more earnest in their zeal to fill the measure of their religious duty, than the Puritan founders of the common schools of Massachusetts. And yet, with the practical wisdom which characterized them in whatever they undertook, they had the magnanimity to build for the State, and not for a sect or party. They stood for the Bible as the corner-stone of the Commonwealth they came here to rear, but beyond that they knew no sect in the system they planted.

And to the honor of the clergy of the State, be it said, they have, hitherto, acted up to the policy of the law, which "renders to Cæsar the things which are Cæsar's, and to God the things that are God's." This idea of what the State owed to itself, after many years, took the form of a statute, and now stands as a part of her fundamental law, that moneys raised by taxation for the support of schools "shall never be appropriated to any religious sect for the maintenance exclusively of its own schools." And I desire here to bear testimony to the fidelity with which her Board of Education have carried out, in their policy and practice, this salutary provision of the law. Sect and party have been sedulously ignored, at all times, in the execution of their trust.

And if the time shall ever come when either of the sects into which the people are divided shall so far forget what it owes to the State for its own independence as such as to seek to lay its hands upon a dollar of our school money, let the good people of the Commonwealth act up to what they owe to the memory of their forefathers, for the privilege they themselves enjoy of free and independent thought, and stamp the act as sacrilege.

Another topic presents itself in this connection, and that is, how far the State may *compel* the attendance of its children upon its schools. If it has a right to punish idleness and crime, may it not prevent these by guarding against them? But there are those who deny the right of compulsory education, because it interferes with the prerogative of the parent. And there are parents who are unwilling to forego the trifling earnings of their little children's labor by sending them to school. Such advocates forget that parents do not *own* their children in the light of property. They are not their slaves. The law wisely puts the child under the charge and control of his parent up to a certain period of his life, and gives him the right to exact of his child reasonable services, in return for supplying him with what is necessary for his growth, comfort and chance of becoming a good citizen. But such a parent has no more right to starve the mind of his child, when schools are provided at his hand, free of charge, than he has to deny him food for his body. The State is a party to the relation which a parent holds to his children, and he has no more right to rob those children of what they need to perform their duties as good citizens, than he has to steal from the public treasury.

There is a thought connected with a system of common schools such as are in operation in Massachusetts which has a significance when we contemplate the condition of our country and what awaits her in future. The Old World is pouring in upon our shores a deluge of people, gathered from every tongue and nationality in Europe, who have lived for centuries in proximity with each other, strangers in law, in language, in manners and in habits of thought, but are here suffered to share in all the privileges of citizenship, and to help shape our future policy by their votes in popular assemblies. To assimilate an adult population like this, and blend them into a homogeneous whole, is beyond the reasonable expectation of any one, and this vital problem in our national unity can only be wrought out through the common schools, in which the children of different nationalities are to be trained to a common language and a common love of country. But a problem far more solemn and momentous has yet to be solved, in respect to citizens born upon our own soil, in which, I apprehend, schools are to bear an important part, if indeed the problem is ever to be solved. In looking at the statistics of several of the States, in

which are heard portentous mutterings of intestine discord, threatening even a war of races, we find a population, of whom from twenty-nine to thirty-nine in every hundred, above the age of ten years, cannot write, and which, if true of Massachusetts, would give us from four to five hundred thousand illiterate, untaught men, who had never learned the first lessons of self-government.

To what can we look to cure this frightful tendency to anarchy and disorder, but schools, in which the young and yet unperverted intellects and passions of a new generation shall be trained and educated to a common sense of humanity, self-respect and the discipline of self-government, and both races thereby elevated to a higher plane of intelligence and civilization. The subject is too broad to be treated of at length on this occasion ; but I could not suffer it to pass without recognizing what is due to the representative in Congress from this district, for his earnest and consistent efforts to call the attention of that body to this most pressing need of supplying to this population the means of guarding against the dangers that threaten that fair portion of our land, by planting in the midst of them the boon of free and common schools, open alike to all who can be persuaded to share in their conservative discipline.

I have but a single topic more upon which to tax your indulgence. I have spoken of schools, in their relation to the State, and the conservative influence they exert in a community, though I have not traced their connection with colleges and schools of science, though forming essential parts of one harmonious system in the education of the people, because the time, which I could properly occupy, would not admit of my attempting it. I have spoken, too, of the pulpit and its teachings, and the part it takes in educating and enlightening the middle-aged, as well as the young, in their duty to the State as well as to the Being who rules over its destinies. I have endeavored to show the power of education, from whatever source derived, as a measure of wise *police* in giving to life a surer protection, and to property an added value, by the respect it cultivates for government, and the good order it promotes wherever it acts. And I have shown, I think, the just cause which Massachusetts has to congratulate herself that she has reaped these fruits so richly in the signal prosperity which has marked her career.

And yet, while we are here dedicating a new temple, built by the State herself, in the cause of popular education, a commission is engaged, in her name, in considering the expediency of taxing churches and colleges and schools of science, and diverting thereby the moneys which have been contributed by public-spirited benefactors for their support, into the treasuries of the towns, or the common treasury of the State. Before we undertake to discuss the wisdom of such a measure,

let us inquire why taxes are assessed at all, and what equivalent does the tax-payer receive for the forced contribution he has to make to the public? Is not the whole system based upon the supposed benefit which the citizen receives in return for these expenditures, in the protection which the government extends to him in his person, his family and his property, through the medium of government and the law? And if schools and colleges and churches are instruments in carrying out just what men are taxed to accomplish, is it not a solecism in national economy to tax one part of the machinery by which order is preserved, to help support another and no more efficient part,—to tax the court-house to help pay the judge who holds the court, or to tax the reform school farm and buildings to feed and clothe the inmates who are confined there?

And wherein consists the difference, that churches and colleges are founded and sustained by private, voluntary benefactions, instead of at the public charge? If they are instrumentalities in preserving peace and good order in the community, just so far as they do this they relieve the public from the expense of maintaining jails and constables and houses of correction. What would be thought if some new way could be discovered of making a community more orderly, peaceable and prosperous than they now are, if some wise legislator should gravely propose to tax it, in order to keep up the old system, because it had the sanction of time in its favor? Let us have our civil officers, our courts of justice, our military, our police and our jails, and let us support them by taxes, if it need be; but if noble and generous-minded men are willing to give of their substance to do the work that these are doing, at the same time that they are ministering to the highest and holiest wants of immortal beings, let the offerings they make be as sacred as the purposes to which they are devoted.

This school we greet as one of those instrumentalities, and hail it as an earnest that Massachusetts is still true to her traditions. Independent of its being a state normal institution, and a new power in her educational system, the place chosen for it is eminently in harmony with its purpose. In the centre of such a county, and amidst surroundings of such rare beauty, we may confidently claim success for it from the start. When thus reminding you of its locality, I know of what I am speaking. My childhood was spent in this noble county, which I hope never to see divided; and here, in after years, was my home; and I know her people, and how fully they may be relied on for whatever elevates and adorns society. It was my privilege, for many years, to know with what sort of men she filled her civil offices, and made up the panels of her juries; and I knew, too, her high-toned men of business, and those who did her honor in the professions. And I have only to remind you that from the spot where we are assembled, we may

look out over a region in which a populous city has been built up, within the memory of many of us, by the arts, the intelligence and the industry of a busy multitude, who have reared the schools and churches and free libraries and free institutes of science, which grace these streets, and look out so pleasantly from these hillsides.

We light a new beacon-fire to-day on this beautiful eminence, to shed its gentle radiance over every village and hamlet of the State that has founded it. And as the clock on the observatory at Cambridge sends out, at intervals, a subtle influence which calls forth a simultaneous response from the church towers of Boston and Worcester, as it marks the progress of the hours, so, to every school and institution of learning within the Commonwealth, will go forth from this spot a current of electric thought which will awaken a response from many a young and ingenuous spirit, which will be stirred by the impulse it inspires.

In behalf, then, of my fellow-citizens, for whom I am privileged to speak, I congratulate you, gentlemen of the Board of Education, upon the consummation of the good work which you have inaugurated here. Let us dedicate it to the cause of virtue, religion and sound learning, "to the end," in the half-inspired language of the founders of our common schools, "that learning may not be buried in the graves of our forefathers in church and Commonwealth—the Lord assisting the endeavor."

ABSTRACT

OF

SCHOOL COMMITTEES' REPORTS.

ABSTRACTS.

BARNSTABLE COUNTY.

BARNSTABLE.

By-Laws of the Town of Barnstable, respecting Truant Children and Absentees from School, residing therein.

SECT. 1. Any child between the ages of seven and fifteen years who shall absent himself from the Public School to which he is assigned three times within the period of one month, without sufficient excuse from his parent or guardian, shall, in each case, be deemed to be an habitual truant.

SECT. 2. Any child convicted of offending under the preceding by-law shall be placed in the custody of the keeper of the town's farm, and required to attend school in the school-house situated thereon, or committed to any Truant School that may hereafter be established by the county of Barnstable under the provisions of chapter 262, Acts of 1873.

SECT. 3. It shall be the duty of every truant officer, before making any complaint for offences under these by-laws, to notify the offending child and his parent or guardian of the offence committed and of the penalty therefor, and if the truant officer can obtain satisfactory pledges for the restraint and reformation of the child, he may, in his discretion, forbear to prosecute, so long as such pledges are faithfully observed and kept.

SECT. 4. These by-laws shall take effect on their approval as required by law.

The foregoing by-laws were accepted and adopted at a legal meeting of inhabitants of the town of Barnstable qualified to vote in town affairs, held on the 2d day of March, 1874.

Attest,

F. G. KELLEY, *Town Clerk.*

BARNSTABLE, ss. April 14, 1874.

I have examined the within by-laws of the town of Barnstable and approve the same.

JOSEPH M. DAY,

Judge of Probate for the County of Barnstable.

FALMOUTH.

We are happy to state that the qualifications of teachers have been improved. If the conceited estimate of his native genius leads a person to enter on the practice of either the other professions without due study and preparation, we do not hesitate to characterize such rashness as it deserves. But sometimes children are intrusted to the instruction and management of persons who have made no special preparation for the duties of the office, have no special bias for the occupation, except as giving them a fair social standing and yielding them a support. This is perhaps one of the greatest obstacles to the improvement of the teacher's profession. Who would spend years and substance for the attainment of knowledge to enable him to bless with instruction some Public School, when no preference is shown him on that account? It is highly important that school committees discourage the application for schools of persons who have made no sacrifice of time or study to prepare themselves for the high vocation.

For the Committee.—HENRY JONES, F. J. DAVIS.

ORLEANS.

High School.—It is impossible, within the reasonable limits of this report, to dwell in detail upon the merits of the several schools, but a brief notice should be given the High School at this point. It has only begun to fulfil its high purpose here, which is not only to encourage the pursuit of the higher branches of study, but also to stimulate our scholars to a more vigorous pursuit of elementary studies. An increased enthusiasm in study among the pupils of our Grammar Schools is an incidental but most desirable result which is already apparent. The High School has labored thus far under the very great disadvantage of having no regular course of study in our Grammar Schools, preparatory to it. That difficulty is, however, in a way to be remedied. Of the same piece with this was the disadvantage arising from the very large influx of poorly-prepared scholars during the winter term. The same necessity will probably never again exist. It is to be very much feared that many who might derive great benefit from the discipline of the school, will not give the time to it that is necessary to secure that end. One great error on the part of our people is the disposition to hurry away from school at too early an age. There are a score or more of our youths of both sexes who ought to finish a course of three years in our High School. They cannot afford to neglect it. The dictates of a wise economy demand it. Of course it is impossible to correct the errors and remedy all the

evils resulting from past wrong courses, in a year. It is too much to demand that they be corrected. The man whom you engage to teach school for a single year does not come as a miracle-worker.

Superintendent.—CHARLES E. HARWOOD.

PROVINCETOWN.

The Superintendent.—Again it seems necessary to consider this subject. We believe, as we stated last year, in a superintendent. And we reiterate that there is no substitute of equal value. No committee can take the place of one, and no delegated power is equal. How is it in the commercial, political and social world? Do we not find just such supervision? Does not a bank have a president and a railroad corporation a manager? Do we not have the mayor of a city, the governor of a State and the president of a nation? Doesn't every business firm have a head,—a responsible one? Hasn't the army a general and is there not a superintendent to a factory? Do we send vessels to sea with half a dozen captains? Not at all,—and why? The merchant well knows why. How is it with various organizations in society, do they not have a head? In fact, is not a responsible head, call it what you may, captain, general, president or what not, indispensable to every successful undertaking, whether it be social, political or commercial? Most certainly it is. Then what's the use to talk about the efficacy of a superintendent of Public Schools. Doesn't the same principle apply to the management of schools as to a railroad? Of course it does, and with greater force, for in one there is the development of the mind, while in the other money is the object. Now what do educators say on this point? They proclaim it in the loudest accents. The Secretary of the Board of Education, and the agents of the same, heartily recommend it. They advise towns to unite and have the officer if they are unable to sustain him alone. What is the feeling of committees? Read their reports. What do they say? That the office is a sham, a waste? Not at all. They are all in favor of such supervision. They recommend it to their towns; and had school committees the authority there would be about as many superintendents of schools as there are towns.

Normal Schools.—Normal Schools originated from the fact that in order to educate the people the teacher must be prepared for his work. The necessity of such preparation is now generally recognized. The demand for good teachers is greater than the supply. The above institutions are more popular than ever. The capacity of nearly all in our State has been recently enlarged in order to meet the demand. They offer most favorable inducements to the applicant. The tuition is free, text-books are furnished without cost and board is placed at

the lowest possible figure. The State also provides help for those that are in need. The course is two years, and in our estimation there is no institution in the State that gives so great an equivalent for the time and money as does the Normal School. The education derived is thorough, comprehensive, practical, and is given in such a way that the receiver knows what it is for and how to use it. These institutions do not cram as does the College, nor get the cart before the horse as does the Academy. Some of our graduates have improved the opportunity offered by these schools and others have the matter under serious consideration. We are happy to see this. The teacher is the complement of the parent; hence that education that qualifies a person for a teacher qualifies one for a parent. The teacher's duty is the development of the physical, mental and moral nature of the child. This is no less the duty of the parent; hence the education of one should be the education of the other. The knowledge gained at a Normal School is, therefore, purely practical.

We speak the above because we think committees should encourage their school graduates to attend Normal Schools, especially those intending to teach.

Our Present System.—Nothing is done without a system, and the better the system the more we are enabled to accomplish. In making a school system, the first thing is to properly grade and classify the scholars. The next thing is to mark out the work in each grade and class. And the next and most important is the supervision of the same. Examine the successful school system in this State, or any other State, or in any other country, and we see that the schools are graded; that there is a course of study marked out for each grade and that the whole is managed by a superintendent. It is this, together with the law of compulsory attendance, that gives the schools of Germany such a high standing. Suppose the schools are not graded. What do we have? Why, a sample of the old district system. Horace Mann (who did more for education in the State than any other man) says that the law "authorizing towns to divide themselves into districts was the most unfortunate law on the subject of Common Schools ever enacted by the State." And yet some would go back to the old system. Now some of our people do not understand the present system. They have an idea that their children can progress only so fast; that the child must necessarily remain in each grade as defined by the course of study. This is not so. We cannot make the regular promotion oftener than once a year. But any scholar that is qualified can be promoted at any time during the year. A child, however, is not qualified every time the parent thinks he is. The teacher and committee are the proper judges. We wish we might make the promotions oftener, for it would be better. We have graded

the schools and marked out the work for each grade for several reasons.

First. Parents should know what their children are expected to learn in each and every grade. This will give the parent an opportunity to qualify his child for the next higher class if he see fit to do so.

Second. It lays out the work of the teacher and makes him responsible for something. If a person has anything to do ought not he to know what it is? If a person doesn't know what to do or what ought to be done, the work won't amount to two cents.

Third. It insures steady and uniform progress. We remember how it was with our progress at school. Every new teacher would put the class back and we would have to go over the same ground that we went over the term previous. This was the same, also, when we went into the next higher school. The reason was simply the want of proper grades and a course of study.

Fourth. It informs committees upon what to base qualifications for promotions.

Fifth. It enables scholars to make up what they have lost on account of absence, for they know just what it is.

But it is useless to enumerate; the whole argument is in favor of marking out the work and grading.

We recommend for consideration the town supplying text-books to all scholars of our schools. The success of this measure depends in no small degree upon the condition of the schools and method of supervision. We approve of the town furnishing the books. Expense is quite a consideration to the poor parent in the education of half a dozen children. The man without a family, but with money enough to support a dozen, is not paying his share of the appropriation, especially if his money is in government bonds. If there was any way of justly taxing bonds we would do it. We would hardly recommend supplying all the schools with text-books in the above way at present. We think, however, it would be a success if the High and Grammar Schools were thus supplied. It would have a tendency to increase the number of High School graduates.

School Committee.—JOHN M. CROCKER, HORACE A. FREEMAN, JOHN D. HILLIARD, HARRIET F. MITCHELL, ANNA J. HUTCHINSON, MERCY M. HOPKINS.

It becomes more and more apparent, as time passes on, that the greatest obstacles in the way of progress lie with the parents; they manifest no interest whatever, except to find fault, and that, in nine cases out of every ten, without cause. How many of the scolders and blusterers that you hear croaking about in the shops and at the stores ever enter the school-room? Not one; and if you say to them, Just

go and see for yourself, they at once confess they should not know anything about it if they did go. Here is just the point gained. When driven to the wall they confess their own ignorance, and it is ignorance, not a perverse desire to do wrong, that is the great source of trouble. In most cases they are too old to learn any more than to keep silence and not attempt to work improvement in things they do not understand, and this it is their duty to do. It is a good maxim never to condemn unless you can offer a more perfect remedy or model.

It would be well, and ought to be required of every teacher, and more especially in the lower grades of school, to go over every advance lesson with the pupils and call their attention to every difficult part of it, and if there is any new principle involved in the solution of the problem they should go through the explanation one or more times until the pupils obtain a good understanding of what is to be required of them. I heard a teacher give out a lesson and dismiss a class with these words: "Now don't come and ask me how to do these examples, for I shan't tell you; you must get them all out yourselves." I looked the examples constituting the lesson through hastily and came to the conclusion that the probabilities were nine failures to one perfect recitation. This method is believed to be wrong in principle and wrong in practice. It is the duty of the teacher not only to hear pupils recite what they by their own efforts have learned, but to teach them, by example, how to learn any given lesson.

I am fully of the opinion that no scholar under any circumstances should be required to stay in the school-room any longer than is necessary for him to recite or be taught his lesson until he is sufficiently advanced to read and understand what he reads about so that he can study a lesson, and at the same time receive a benefit from it. There are few children under six years of age that are benefited anything beyond what the teacher tells them, and might just as well, and far better, be released from the school-room as soon as their exercise has closed. I hope to see the day when, even in Provincetown, children will be required to attend school by classes, and whenever the exercise for the class is ended, whether it be one half hour or one hour and a half, be dismissed, to return to their respective homes to do the principal part of their studying. Then teachers will be able to do their work in such a manner that less repetition will be required and more thorough training in all the essentials of a true education will be attained.

Superintendent.—B. F. HUTCHINSON.

SANDWICH.

Supervision.—I have compiled from various sources the following thoughts concerning supervision of schools, and offer them as a preface to the statement of my own views.

That school supervision is an essential element in the complete development of our Public School system, no one at all acquainted with the subject will deny. Every institution needs a head. Manufacturing corporations have superintendents, foremen and overseers, in descending grades to the common workman. And the Public School system should rest upon the same principles. We have a national bureau of education, with a commissioner of education at its head; every State has, or should have, an educational board, with one man at its head as superintendent.

The next lower supervisorship should be that of the county. Every county needs a school supervisor, appointed by the governor and executive council, on the recommendation of the state superintendent, constituting with him the board of education, and operating chiefly in the school-room with teachers, educators and the people. These county supervisors could find a profitable work in holding institutes, and conventions, and town educational meetings, in which lectures and discussions shall take place by our best educators, thereby awakening an interest in school matters throughout communities and in every section of the country. We think our State board of education deficient in this needed link of county supervision, and trust the time will come when we shall be as wise as our sister States, who regard the county supervision as "the main wheel in their school system," and an indispensable agency in stimulating the minds of parents and teachers in the work of education. What our State Board of Education need is more helpers,—an element that shall touch the masses and reach out into back country towns as well as the cities, that shall visit the Common School as well as the Normals. The people need rousing up; the subject of schools needs to be brought home to the hearts of all.

And then every town needs a supervisor or superintendent of schools, who, together with the prudential committee, shall constitute the town board of education. If the right man can be found, one is better than a dozen to take charge of all the schools; and if a poor man at best must serve, why then one inefficient person is certainly as good as any larger number of the same quality. And then, where the schools are under the guidance of one person, the work can be unified, and system and plan can be carried out in all the schools; and there will be some chance for the schools to rise up out of any lethargy they may

be in. What our schools need is more and better supervision. Eight weeks properly guided by a skilful superintendent will, in many cases, be worth twelve weeks where no such help is found.

No one who has some other profession on his hands can really do all that ought to be done. He cannot spend the necessary time to fit himself for this work. The superintendence of the schools ought to be as much a profession as anything else.

Superintendent.—LOUIS H. MARVEL.

BERKSHIRE COUNTY.

ADAMS.

We are happy in this connection to announce that the town, at its recent annual meeting, April 13, 1874, has appointed a committee to draft the necessary by-laws to enable the town to put in force and effect the provisions of chapter 262 of the Acts of 1873, concerning truants and absentees from school.

There are peculiar reasons, in a town like ours, for the adoption of this timely and most judicious Act. It enforces with proper penalties and just limits the attendance upon school of absentees and truants who habitually neglect school and roam in idleness and vice through our streets, and of those temporarily absent without a proper excuse. The word "compulsory," when applied to education, has lost all of its terrors, when we think of the terrible wrong and injustice that we inflict upon multitudes of the rising generation, if, by our inaction and neglect of duty, we suffer them to grow up in ignorance and its accompanying train of vice, crime and pauperism, under the very shadow of our costly edifices dedicated to knowledge, education and virtue.

By the appointment of suitable truant officers, and the carrying out of the provisions of the Act referred to, which your committee pledge themselves faithfully to do, as soon as they shall thereunto be legally empowered, we hope to avert, in future, much of the evil of habitual absenteeism,—evil not only to the absentees themselves, but to the schools as well. Poverty of parents is no excuse for the non-attendance of pupils. The committee have liberally supplied, under the provisions of law, books and necessary outfits to all the children of poor parents who were unable to procure them, in order that they

might attend school on equal terms with the most favored children of the town.

In a manufacturing community like ours, where a large percentage of our population is floating and transient, and where ignorance and vice are fostered full fast enough with all the restraints that civilization can place upon them, educational matters are of incalculable importance. It is a question of self-preservation. At a time when so much depends on bringing the claims of education home to every household and hovel, a blow at the efficiency of our schools is a blow in the face of our most enlightened prosperity, our wisest economy and self-interest. Our school-year is now thirty-nine weeks in length. The committee are unanimously of the opinion that any attempt to shorten the school-year below that length would be unwise, prejudicial to the best interest of the schools and a retrograde movement, sanctioned neither by the example of the other large towns and cities of the Commonwealth nor by the lessons of our own experience. A very large proportion of the pupils in our schools are children who are compelled, by the necessities of their parents and other causes, to leave school at an early age. This is much to be regretted, and yet is a fact beyond our control. Our school children, many of them, graduate into the mills and workshops long before they have reached the terminus of legal scholarship; viz., fifteen years of age. What schooling they obtain must be gained in a very few years.

A farming community stands entirely different from ours in this respect. In the good old days, which we sometimes look back upon as the acme of all attainable perfection, in the farming towns and districts, it was not infrequently the case that grown-up boys and girls would attend the district schools, especially in the winter season, until they had far outstripped the age of their legal majority. This may be true, even now, in some of the sparsely populated townships of the State, where the value of farm-labor in winter does not tempt the cupidity of guardians and parents. But in the manufacturing cities and towns the conditions are radically different. The curriculum of study for our graded schools is likewise more thorough, comprehensive and broad than that ordinarily pursued in the smaller towns or under the old school district system.

For the Committee.—E. P. BROWN.

Natural Sciences.—Attention is now being given, in many large towns, to the introduction of the natural sciences in the lower grades of Public Schools. The question at once arises—what, and how much shall be attempted. The field is so broad that efforts to pass over the whole would be useless; and yet I believe that certain subjects, and among them botany and some departments of natural history, may be

commenced and so far pursued as to awaken perception and observation in the pupil and develop a taste for such studies, even if no thorough knowledge can be given. Should so much, only, be accomplished, the future benefit would be incalculable. With this object in view we have used Prang's Natural History prints in our Junior and Primary Schools. Enough has been done to assure me that, with the facilities furnished by nature for the pursuit of botany, and Prang's chromos for the study of natural history, we may awaken an interest in these subjects that shall result in great benefit.

High School Debates.—At the opening of the spring term I organized a debating club composed of young men, members of the High School. At first all the male members were compelled to attend the meetings and take part in the exercises. After explaining the nature of the organization and informing them of their duties as officers and members, and assisting them in performing them, they became deeply interested in the work. At the close of the first term I withdrew the obligation of becoming members of the society, leaving it entirely voluntary with the pupils of the High School. The meetings have been regularly held and every task has been well performed. The questions discussed have been scientific, historical and political, requiring research and study. The success of the society has exceeded my anticipations.

Superintendent.—ISAAC W. DUNHAM.

So far as success or failure depends upon the text-book in any study, the dependence is, perhaps, especially close in reading. The selections in the upper books will determine, to some extent, the kind of readers we turn out from our schools. We have said that a chief aim in our middle and lower grades is to secure fluency. The lower books are read and re-read, within the time allotted them, until the whole is virtually memorized; until, in fact, we are obliged to have the pupil read backward before any accurate judgment of his ability to call words can be formed. When a class enters a new book, it frequently knows a large portion of it "by heart," from hearing it read by a preceding section. On the supposition that the ability to pronounce readily is only acquired by practice in the actual recognition of words, why should rapid improvement be expected under these circumstances? We wish to make good readers—of what? Webster's speeches, Douglas and Marmion, Marco Bozzaris, etc.? Undoubtedly; but where we have one success, in this field, we make twenty failures. These pieces are "excellent for practice." Very good; re-locate them under the head of "drill pieces." They undoubtedly serve an excellent purpose in "voice building," but they will no more make good readers of the

newspaper and the literature of the fireside, than shooting at a mark will make a good hunter.

Our need of fresh reading matter, and of a different style, in the upper grades, seems to me imperative.

I ask that you authorize, at town expense, a subscription for twenty-four copies of "St. Nicholas," or some other boy and girl's magazine, to be used, a portion of the time, as a reading book in the middle and lower grades. By supplying such reading matter, I believe that the rate of progress may be doubled.

Superintendent.—W. W. SPAULDING.

BECKET.

It is the opinion of your committee that the town should be redistricted so as to lessen the number of schools by two or three. Some of the districts are in debt, and must continue to be so until we have less schools or more money. Some may say, pay your teachers less; but, in our opinion, good teachers cannot be obtained for less wages than the average pay of our teachers. Good teachers command a fair price for their services, and a poor teacher is dear at any price. The cost per scholar in District No. 9, the past year, was \$1.70 in summer and \$2.40 in winter, while the cost per scholar in District No. 7, in summer, was \$6.95 and in winter \$5.65, showing the great disadvantage of supporting so many small schools.

School Committee.—C. O. PERKINS, EDWIN LEE, WM. H. SNOW.

CHESHIRE.

We regret that two of our excellent teachers have transferred their labors from Cheshire to the city of Springfield, but the results of their faithful and efficient services while with us, are the inheritance of our children. We have not allowed considerations of compensation to operate in our efforts to retain first-class teachers. There are privileges in large cities and towns which attract teachers of the first order, to the great disadvantage of small towns. We are not ignorant of the great importance of the constant employment of teachers proved and every way competent, but the small inland towns must be subject to these disadvantages. It is true our schools cost more than under the old district system, but they are greatly improved in usefulness and efficiency.

School Committee.—L. J. COLE, J. B. FARNUM, E. F. NICKERSON.

CLARKSBURG.

The only failure in our schools for the last school-year, is attributable to parents, in not sending their children to school. Your committee find several instances of scholars reported by the assessors, where there are in some families, three, four and five children, only one or two of which are sent to school, and in that proportion all through the town. Your committee have called upon parents at different times, and remonstrated with them on the absence of their children from school, receiving a promise that they would send them more regularly in the future ; and giving for the time past a plausible excuse ; but it is soon forgotten, and hence the reason that the attendance is so proportionably small, forty-three scholars out of one hundred and fifty-six, nearly one-third not attending school, and only one-half the average (seventy-eight) attendance during the school-year.

You see how much the parents neglect the most important interests of their offspring, and perhaps forever deprive them of the most powerful agent in the formation of their knowledge and ability.

The parent who labors to accumulate wealth, by keeping his boy or girl out of school, and makes a deposit in a savings bank or farm, lays up a store of trash, but not a fund of knowledge. He not only, by so doing, commits a wrong upon his own, but a grievous wrong upon the community, State and nation in which he lives. The loss to the scholar is irreparable and to the world immeasurably great.

School Committee.—P. DOOLEY, ALBERT L. WHITE.

DALTON.

Teachers are sorely tried and their patience exhausted, in trying to curb the temper or arouse the ambition of an unruly, heedless boy ; yet if the parents render no assistance, but on the other hand support the boy in his wilfulness, what more can you expect of the boy than a candidate for some state reform school.

One man says, "Whip my boy at school, if he does wrong, and I'll whip him at home, but you must not expel him from school, for that's a disgrace." We fail to see the difference ; if the boy has any moral character, one is as much of a disgrace as the other. What difference is there between confessing your faults and begging the pardon of the school and teacher, or of being punished before the whole body ? We think the true reason is that the parent cannot govern his child at home, and sends him to school to get rid of him. If flogged, the boy is shrewd enough to keep still about it, and all goes well at home ;

while, if he is suspended, the parent then has the charge in his own hands and begins to find fault immediately.

We are glad to note the anxiety of most parents in sending their children to school as soon as they reach the legal age of five years. But we must say to those who, believing in the doctrine of early training, have sent their little ones of three-and-a-half years, that they had better keep their infants in the nursery a while longer, and give the teachers opportunity for more important work.

There are however, many parents in town, who have not complied with the law in reference to sending every child between the ages of eight and fourteen to school at least three months in the year, under a forfeiture of fifty dollars. The rights of society demand this, for the intelligence of our citizens is of the highest importance, and the committee must require it in the coming year.

School Committee.—ABEL KITTREDGE, CHAS. E. WEST, H. M. BUCK.

EGREMONT.

The place where the children spend so much of their time, in the most plastic period of their life, and for such important interests, should, in itself, attract to it and not repel from it. And it should be such, in its appearance and surroundings, as will convince the scholars and others that the town holds school advantages in high estimation. As education is made up of things seen as well as heard, the school-house as well as the teacher educates. And it is very greatly in vain to attempt to impress upon the scholars the importance of education, if the school-house shows that it is unimportant. In the winter some of them are particularly uninviting from lack of requisite comfort.

The Means for Teaching.—These are as necessary to a teacher as tools to a farmer. Yet, what are furnished by the town or the districts? Simply a dictionary, a blackboard, a few torn gift-maps and some writing-charts. Not a thing beyond these can the committee call to mind. Still, proficient teaching is expected. Are a plough and a hoe sufficient for proficient farming? True, what is furnished for the teachers is as much as was furnished years ago; but is that sufficient for these times of such proficient school-apparatus? For want of these helps, teaching in the schools of the town consists far too greatly simply in hearing book-recitations, and the aid of that efficient educator, the eye, is lost.*

School Committee.—WINTHROP H. PHELPS, H. C. ROWLEY.

* It is respectfully suggested to the committee to inquire into their own duty and power in this matter. See sect. 4, chap. 36, Gen. Stats.—*Secretary.*

FLORIDA.

There is no law *forbidding* parents or guardians from visiting our schools, no invitation needed; much gossip could be saved, and hard words left unspoken, if they would only visit and see for themselves. Seeing is believing.

School Committee.—A. D. TOWER, W. P. GRANGER, L. F. WHITCOMB.

GREAT BARRINGTON.

Irregular attendance is the bane of our schools. There can be no good reason for the constant absence of one pupil from every three, or the absence of every pupil one-third of the time. The cost of the schools is the same as if all were present. By these absences, then, nearly one-third of the expenses of our schools may be counted as lost. We admit the right of a parent to control his own children; but that right is limited. The parent cannot deprive his children of life as he could under the Roman law; he cannot deprive them of food for the body, can he? Has he a right to deprive them of food for the mind,—a little education? And has any parent a right to send his children so irregularly to school as to retard the general progress of the whole, and thus infringe upon the rights of others? Those who suppose they have a right to injure the school by detaining their children at home, from two to five days in a week, should be reminded of their duty by some effective means. The parent who abandons an infant may be punished; so should he be punished who neglects the education of his child. The abandoned infant would die. The child without education may live, but its life may be one of wretchedness and toil, a curse to its parents, a reproach to society. To secure a full consideration for its money expended, to aid and advance the pupils who are willing to attend, and to protect itself from crime and pauperism, ought not the town to immediately take steps to secure a more full and regular attendance of its youth at the Public Schools? All that moral suasion can do should be done by moral suasion. But would not a few truant officers prove a useful and proper auxiliary to this end?

There is no doubt that a large proportion of the scholars of the High School would pass a very creditable teacher's examination. Perhaps nine-tenths of the graduates would answer satisfactorily such questions as any committee would be likely to ask of a candidate, and yet nobody supposes that one-tenth of them would at once achieve even respectable results as teachers. The mental forces in operation with the student while acquiring knowledge are so essentially different

from those faculties which are called into action in imparting the same, that a really good scholar may be but a very indifferent teacher. To be a good teacher implies either the possession of rare and peculiar faculties, or a special and thorough study of the science of teaching. The State has wisely and liberally provided opportunity for pursuing such study at the Normal Schools, and the difference in efficiency between those teachers who have availed themselves of the opportunities thus provided, and those who have not, is too decided to pass unnoticed.

If skilled labor is valuable at all, where can it be more valuable than in the school-room? We need for the great work of moulding youthful minds those who possess more than average professional ability; those who can govern, and guide, and quicken, and win, and fire young hearts, and, in the face of many difficulties, achieve success.

That some of the schools are not only too small to admit of an economical use of the money appropriated to them, but too small to awaken or keep alive in the pupils that interest which numbers and example always inspire, seems to us too plain to admit of argument. While some residents of these small districts daily transport their milk a distance of miles to the cheese-factory, and in other of their business-transactions recognize the advantages of combined labor and coöperative association, they still cling with unyielding tenacity to each little district organization. Does their action on this question fairly represent their views on educational matters?

If so, is it strange that the cause of Common-School education does not, in many districts, keep pace with other important enterprises?

School Committee.—HERBERT C. JOYNER, CHARLES J. BURGET, MERRITT I. WHEELER, JAMES BIRD, JOHN A. BREWER.

LENEX.

The laws of the Commonwealth, and the best thought of our people, have always recognized the right of every child to the advantages of the Common School. This right, founded upon the true interests of the whole community, was never more clearly apparent than now. It is true that common humanity and the precepts of our religion, will never allow good men and women to give up the efforts to reform the criminal classes; but the truth is most evident to those who have most relied upon these efforts, that they are so limited in their effect, that we must come back to intellectual and moral education in childhood to enable children and youth to resist temptation. By this, the tendency to bad and criminal habits may be restrained and crime prevented. It is idle to give up Common Schools, and rely for the safety of life and property on Reform Schools or on prisons. There is no

way better than the old way : without finding too much fault with the law, to work under the law to keep up and improve our schools.

School Committee.—JULIUS ROCKWELL, GEORGE FITCH, GEORGE M. MATTOON.

PITTSFIELD.

Training School for Teachers.—Teaching requires more than a knowledge of the branches taught. It requires a knowledge of the mind to be trained, and of the use of the branches taught as instruments for training the mind.

Little more is done in ordinary schools than to teach the branches as ends ; and this teaching is often of the poorest kind even to reach these ends. There are two ways of learning to teach ; viz., by experiment, and by training specially for teaching, under experienced and trained teachers. A Training School implies both of these ; it implies the study of the philosophy of the mind's activities, which is the philosophy of education ; and the teaching of the several branches and the management of classes under an experienced and competent teacher, in the effort to develop the mind in accordance with its natural activities. With natural tact, the skilful teacher comes to be a tolerably successful teacher through experimenting, if she continues to experiment for a considerable length of time ; but, unfortunately, the very large proportion of intelligent young ladies, whom we depend upon chiefly for school-keeping, continue in the service but a few years at most, and we are constantly subjected to the necessity of employing mere experimenters in this interest of such transcendent importance to the rising generation.

To avoid this necessity, every town of the size of Pittsfield should sustain a school for training young ladies, graduates of the High School, and others of promise, to teach. Their training can be carried forward in connection with a school already organized, and in charge of approved and efficient teachers ; such a school becoming at once a school of observation and of practice for the beginner. It can be conducted with little additional expense to the town, and, as must be apparent to the most casual observer, of great benefit to the schools.

In various ways, such a school would confer benefits upon the community. In it we could not only fit our own teachers for better work, but furnish our young ladies with a means of securing patronage in the neighboring towns ; and through their influence in these towns we should educate children that are destined, sooner or later, to become our own fellow-citizens.

Evening Schools.—Two Evening Schools, the same as last year, have been supported during the greater part of the past winter. The one in town, in charge of Mr. E. F. Carter, with assistants, has num-

bered 190 pupils: males, 135; females, 55, with an average attendance of 126. Mr. Carter gives a good report of the studious habits and general deportment of the scholars. This school has kept 20½ weeks, and been opened from 7 to 9 o'clock four evenings a week, at a cost of \$932.07.

The school at Russell's has been in charge of Messrs. E. B. Wilson and F. S. Parker, with assistants. Whole number of pupils, 115; males 74; females, 41; average attendance, 60. This school has been opened 19 weeks, four evenings a week, and kept from 7 to 9 o'clock, the same as the Centre School, at a cost of \$588.68. A gratifying account is given by the teachers of the faithful and earnest work performed here by a majority of the pupils.

In each of these schools the principal branches taught are reading, spelling, writing and arithmetic.

Character is the measure of the man; it is, indeed, the man. Character is not inherited by birth, nor transmitted from parent to child. It is of slow growth. No man, by nature, is wise or intelligent. These virtues spring up and grow under the hand of careful culture.

In the formation of character, Public Schools perform an important part. To the masses, certainly, Public Schools are the nurseries of all safe and wholesome cultivation. The trains of feeling and thought, the purposes, plans and daily actions of the pupil, everything that moves him from within, or acts upon him from without, all educate and make character.

To help establish a scholar in correct habits, to regulate the temper, to control the appetites and passions, to train the intellect and heart, the parent, it is true, has a great duty to discharge, and should hasten, while his child is young and under his moulding care, to begin this responsible work. To the school-teacher especially the responsibility is great. There is no office committed to human beings more responsible and weighty. To a great extent, the Public-School teacher forms the character of fathers and mothers, men of business, divines, civilians, physicians, and all who occupy places of trust and influence. If this, then, be true, what peculiar qualifications are demanded of those who engage in such a noble work. "No unskilful hand should ever play upon a harp, where the tones are left forever in the strings."

Let us be thankful for so many well-qualified and faithful teachers of the young. They are our great benefactors, though sometimes not sufficiently rewarded. Let them not think that they labor in vain, or spend their strength for naught. One, at least, notices their faithful toils, and sympathizes with them in all their trials, and will one day reward them with "the crown" that fades not away. "Inasmuch as ye have done it unto one of the least of these, ye have done it unto me."

Superintendent.—JOHN M. BREWSTER.

RICHMOND.

Text.—The schools the past year have been mostly under the direction and personal supervision of the prudential committee. They have in most cases selected, contracted with and paid the teachers for the different schools, without reference to there being a board of town school committee, and their idea of district sovereignty, by themselves so well carried out, has saved the town committee much labor, and we therefore congratulate them wherever they have been successful.

Comment.—Our school-houses and their surroundings, some of them, are in a dilapidated condition; by their outward appearance strangers, to a certain extent, judge the character and thrift of the inhabitants in their vicinity. Any one who would like to sell his property knows that it will sell better by having a school-house in its immediate neighborhood. We say where they are, let them remain, and as the annual spring school meetings are approaching, the gentle spring, with its freshness and beauty returning—the rays of the summer sun anticipated—cannot, will not the districts do something to make some of the school-houses and their surroundings more pleasant, more comfortable and more attractive?

School Committee.—H. L. SALMON, S. M. REYNOLDS, M. D., C. W. HALL.

SAVOY.

No good farmer would let his cattle go through the year without looking carefully after their keeping. It is only his children that he packs off to school and leaves to the care of whatever teacher may chance to hold the place, without taking pains to know whether the children are neglected or abused; or whether they are, on the other hand, carefully instructed and under circumstances that do not impair their health or demoralize their manners.

Chairman.—F. C. BOURNE.

STOCKBRIDGE.

Our Common Schools open the door of knowledge to all; but so great advantage must have some conditions, and certainly constant attendance is the least that can be demanded. The majority of constant attendants have a right to demand such a rate of progress as shall leave behind the minority of irregular attendants, who, so left behind, must either drop out of the ranks or be taught in separate classes, thus causing extra labor to teachers, already usually too much occupied. No army should be unmindful of its sick and wounded;

but what would be thought of troops in action whose marching step was measured to the strength of the weakest? A certain rate of speed must be attained, no matter if some are left behind.

The question of compulsory attendance is being seriously considered in several States. Two bills are now pending in Albany, one before each house, having this end in view. Is it, then, too much for Massachusetts to take decisive steps to overcome this evil of irregular attendance?

Those qualified by experience to judge tell us that every one who can learn to write can learn to draw. Prof. Walter Smith says: "There are but four classes whom it is not practicable to instruct in drawing, the blind, idiotic, lunatic and paralytic. Of the rest exactly one hundred per cent. can be taught to draw." The law requires drawing to be taught in all our schools.

If all may learn to draw as all learn to write or read, why should all be taught to write and read and none be taught to draw? Not that our schools should aim to produce painters, any more than by teaching reading we expect all to become authors or orators. The pupil is taught to read, and thereby secures the key to the stores of knowledge treasured up in books. By instruction in drawing we would open the eye and heart to apprehend and appreciate the treasures of art. If art is "the flower of civilization," we would plant the seed and care for the rooting of the young plant. If "art is the language of the enthusiasm of humanity," we would teach the rudiments of this language. If "the love of the beautiful is the highest point of our instinct, without which men would cease to be human," we would not lose sight of it, in laying the foundation for our course of instruction in school.

But argument is superfluous. Drawing will be taught. It only remains to be seen how soon. It is now more than fifty years since drawing was introduced into the Public Schools of France and Germany.

Some attempt has been made in our schools to introduce drawing by the use of charts, but with very meagre success. Our teachers must either qualify themselves for this branch of instruction or a special teacher or teachers must be engaged. If the latter course is pursued our appropriation must be increased or the terms of our schools be made shorter.

Your committee would hesitate to ask for a larger appropriation. In the construction of bridges and the erection and repairing of buildings for the use of the Public Schools, the town has shown a commendable liberality. Yet if we regard the per cent. of the taxes devoted to the use of the schools, we find that we stand low down on the list of the

towns in the State. Berkshire ranks among the last four counties in the State, and our town among the last six towns in the county.

There are some who think our appropriation sufficiently liberal, perhaps too liberal, already,—some who remember when good teachers were glad to teach for a dollar a day, and forget that a laborer earns twice that sum now, and a mechanic from three to four times that amount.

These persons should consider the words of one of our greatest and best teachers, just passed away: "No one should attempt to teach what he does not know himself, and know well." And the Koran says, "He who appoints any man to an office when there is another better qualified for it, sins against God and the State."

We must have good teachers if we would have good schools, and good teachers are in demand and require good salaries, and good salaries presuppose liberal appropriations.

School Committee.—WM. A. NETTLETON, M. WARNER, A. E. LAWRENCE.

TYRINGHAM.

We will waste no time in painting to you the wretched condition of many of our school-houses. We have done this from year to year, but our labor has been fruitless. It is difficult to get good teachers to teach, in winter, in such houses as some of ours are. If the parents could be compelled to spend a winter in these school-houses, where their children are required to spend their childhood days, it is all that would be required to arouse a determination in them to have better school-houses and school accommodations.

School Committee.—JOHN CANON, JR., CHAS. E. SLATER, CHAS. H. HALE.

WEST STOCKBRIDGE.

A Teachers' Institute was held here in the autumn, commencing September 29, and closing October 3, which was attended by something over one hundred teachers. Teaching exercises and lectures, and evening lectures, were given during the session by Secretary White, General Agent Phipps, Profs. Niles, Walton, Smith and Dickinson, Rev. Mr. Mayo, Rev. B. G. Northrup, Mrs. Walton and Misses Carver and Kingsley. The Institute was successful, and among its good results was that of bringing nearer to personal knowledge in our community the means and instrumentalities employed by the Commonwealth in the matter of public education.

School Committee.—DR. W. W. LEAVITT, DR. T. GIDDINGS, W. C. SPAULDING.

WILLIAMSTOWN.

The third point we urge is that every effort should be put forth to secure general and regular attendance. Here lies our great waste in this town. A third of our children attend very irregularly or not at all. The prize we offered last year, a fine chromo, to the banner school—the one showing the best average—has been awarded to the Intermediate School in district No. 1. The attendance in this district has been exceedingly creditable in all the schools. The average of the Intermediate was $91\frac{2}{3}$ per cent.; of the Grammar School, $91\frac{1}{3}$ per cent.; of the Primary, 88 per cent.; of the High School, 86 per cent.

The Intermediate School will now be the “banner school” for 1874. The chromo, Mt. Kearsarge, will be contested for each year; and no school shall hold it after it has ceased to be the first school in town as regards attendance. Each scholar in the school winning the prize, and who has helped to secure it by two or more terms of absolute punctuality, shall also receive a present. As it is much more difficult to secure regular attendance in a large school than in a small one, a school whose average is greater than thirty will be allowed in the competition count to omit the most irregular scholar; and one whose average is greater than forty-five, to omit the two lowest.

School Committee.—KEYES DANFORTH, GEO. F. MILLS, JOHN BASCOM.

BRISTOL COUNTY.

ATTLEBOROUGH.

Teachers' Institute.—The Teachers' Institute held in this town in November last contributed something to the improvement of nearly all our teachers. It was attended by almost the entire corps. The two days during which it was held were mainly taken up with illustrations of the best methods of teaching the following branches: Reading, geography, drawing and vocal music. The hints thrown out by the able and experienced gentlemen who conducted the exercises, have been taken up in most of our schools, and as a consequence, the pupils have been better taught in the branches of study specified above. We shall gain largely by all the facilities we can afford our teachers for improving their work. In mechanics and agriculture the difference between the results of skilled and unskilled labor is readily seen and appreciated. If skill is needed rightly to shape dead matter and culti-

vate the lower forms of life, what limits can we set to the skill that is requisite to train, in the best manner, those minds which are more complex and delicate in their organization than all other created things?

The District System.—It is greatly to be regretted that our system of school management is such as debars us from availing ourselves to the fullest extent of experienced and skilful teachers. A number of our schools are turned into mere training grounds for tyros in teaching. It comes about in this way :

The parties to whom is committed the appointing power are many, and scattered over the town. A teacher is hired by one of them for the school in his district. If she does not succeed, she is dropped at the end of the term, and the same experiment is repeated the following term. If she does succeed well, she finds it quite as easy to get a situation that pays better out of town as to make the acquaintance of the many prudential committees of Attleborough, a number of whom may never even have heard of her, and none of whom probably have been in her school to judge by personal observation of her qualifications. She goes where she can have an opportunity to compete with others and where she is likely to be promoted and paid according to her success. Thus the good teacher is lost to the town, and a new one—a beginner, perhaps—is appointed in her place.

The examining committee may know of several who, they are sure, would fill the vacancy well, but they have little, if any, choice in the matter. They do not feel at liberty to reject the prudential committee's one candidate, if she passes a tolerably fair examination ; for the only alternative is to employ her or suspend the school for a time. In many instances the candidate has not appeared until the day preceding that on which the school was to begin, and in some cases the school has been in session a week or two before the teacher presented herself for examination.

The school committee are held responsible for the efficiency of the schools, but their hands are tied, so that in many instances they have only their choice between two evils, instead of having liberty to do what they judge to be best.

Let the town put the control of the schools into the hands of one board of men who are honest, efficient, and experienced educators—men who are competent rightly to estimate the quality of a teacher's work, and who shall have power to pay her according to the worth of her services. The district system is an anomalous one. There is nothing like it in the business affairs of men. Any business conducted on similar principles would be in jeopardy. Let the shipowners hold the captain to as strict an account as they please, but do not let them divide the authority between him and some one else on board. Con-

fusion will be the result, during which the vessel may drift far out of her course. The number of towns in Massachusetts which retain the district system is very small, and is growing less. In other things, Attleborough keeps well to the front in the march of improvement. Let her not lag behind in her school affairs. The success of the municipal system, if it should be adopted, will depend largely, especially for the first few years, on the character of the men to whose management the schools are intrusted. It should not be difficult to find the right men, and will not be when the town, putting aside all other considerations, determines to "get the best."

A Superintendent of Schools.—We would also urge again upon the attention of the town, the importance of having a good superintendent of schools. The men who have had the supervision of the schools, have done this work at a great personal sacrifice. They would welcome a release, especially if it should come to them through the appointment of a superintendent, who should have the care of the schools for his particular business, and give his whole time to it. Severe as the labors of the committee have been (doubly severe, because added to professional work of which they have enough to occupy their whole time), they see much that they are compelled for want of time to leave undone, but which, if it were done, would benefit the schools.

That the schools of this town may be rightly managed, there is enough to be done to keep a man busy every day in the year. It is an erroneous notion, and yet one which prevails somewhat extensively, to suppose that our schools will do well enough if the committee look in upon them three or four times in a term. As well suppose that one of our large jewelry establishments will be managed successfully by simply hiring the hands to do the mechanical work, and paying some retired jeweller to go through the building about a dozen times a year and look after the workmen. That is not the way our manufacturers do business. They have some one whose sole duty is to lay out the work for others, and see that it is properly done.

The larger dry goods merchants in the neighboring city of Providence, who may be presumed to be shrewd business men, hire persons to do nothing but walk back and forth in their stores and oversee the salesmen. To such a man, they pay a salary nearly, if not quite, as large as a superintendent of all the schools of Attleborough would be likely to get. If the merchants did not believe that such supervision pays, they would not be likely to give their money for it. They are not in the habit of paying out their money for nothing.

School Committee.—JOHN WHITEHILL, WM. B. HEATH, J. D. PEIRCE, O. C. TURNER, SAMUEL BELL, E. D. HALL.

BERKLEY.

We here notice with honest pride the fact that there has been marked improvement in the matter of school edifices. One commodious school-house has been completed during the past year and another is on the tapis. These are items of interest to us. As a town we have but few natural advantages that would induce the stranger to come and settle in our midst; but may we not, by artificial means, make our usually quiet community attractive? How better than by the erection of comfortable and attractive school-houses? We trust that the day is not far distant when there will be still further improvement in this direction, either remodelling of some of our poorer buildings or in the erection of new ones.

School Committee.—HERBERT A. DEAN, CALVIN T. CRANE, BENJ. F. CHASE.

DIGHTON.

Women for School Committee.—It seems to us that woman is competent and especially fitted to discharge the duties of school committee. By reference to the registers we find that women visit our schools and take a greater interest in them than men. We have in town some who have been and are now successful teachers, and who would ably fill a position in our school board. Most of our teachers are females. A visiting committee of the same sex and of ripe experience could more intimately and faithfully point out defects and suggest improvements. We think that they might detect incapacity and deficiency in candidates easier than we. They might also please and interest children more in their visits to the several schools. These have been our views for several years. We are gratified by the decision of the supreme court of late in this matter.

School Committee.—C. S. CHASE, C. W. TURNER.

FALL RIVER.

School Accommodations.—The number of school-houses now in use, owned by the city, is 29. Four of these are brick and twenty-five wooden structures. In addition to the above, one building is hired in which two schools are kept,—one Intermediate and one Primary. This was found necessary after the destruction of the Osborn Street school-house by fire in January last. *The number of sittings* in all these buildings is 5,170, as you will see by referring to the summary of statistics. The increase for the year is 242. The increase of school children for the same time is 613. *The number of different per-*

sons registered in our schools for the year is 7,581, which exceeds the number of sittings by 2,411. Our condition in this respect is worse than it was a year ago. This state of things I anticipated in my last report, and urged that prompt action might be taken by the city council to prevent it if possible, by erecting with the greatest promptness the houses then under contemplation. It is quite impossible for schools to prosper as they should with such a scarcity of room. Admission has been refused for this reason to many persons who desired to enter school.

The responsibility of whatever good our schools have failed to accomplish, on account of scarcity of room, must rest upon the city council, who, for reasons best known to themselves, have moved so dilatorily in the matter of supplying our wants.

In some communities differently circumstanced from ours, this evil might be borne with comparatively little injury, for the parents would interest themselves in teaching their children at home. This, however, I regret to say, is not the character of a large number of our inhabitants. They are too willing to make this an excuse for putting their children at work, and by this means depriving them of schooling. The evil becomes more apparent when we consider that most of our children leave school before graduating from the primary grade; and if not admitted when they become of school-age, their limited time for education becomes very much abridged.

Attendance.—By referring to the summary of statistics you will observe that the whole number of different persons *enrolled* in our schools is 7,581, while the *average attendance* is but 3,821, or 50.4 per cent. of the number registered. The per cent. last year was 51.

If we compare our average attendance with the number of persons in the city between five and fifteen years of age, we find the result to be nearly the same. The number of persons in the city between the above ages is 7,096. The average attendance is 3,821, or 54 per cent. nearly, of the children of school-age within our limits.

There is no subject connected with the schools of more importance than the attendance of the pupils. There need be but little solicitude for those who attend, but the gravest alarm may very properly be felt for those children who are outside their walls. It is encouraging to know that most of our children of school-age have been enrolled in our schools, more or less of the time, during the year. For this result much credit is due to the labors of our truant-officer, and also to the coöperation of our mill-agents in sending out those minors in their employ, of scholastic age, to attend school.

But their attendance is not continuous, and they are not receiving the amount of schooling necessary to make them intelligent voters on the great questions agitating the country. A republican form of gov-

ernment rests upon the intelligence of the people,—their power to exercise intelligently the elective franchise; but if the necessary intelligence is not acquired, is not the stability of the government thereby endangered? How are the wrongs to be righted and the evils eradicated which prevail on all sides, unless the children be trained and taught in our schools, so that they may grow up to be intelligent men and women? How is the national or state government to become purified in character, or elevated in tone, unless the people from whom the rulers are chosen receive in our schools intellectual and moral training? The subject is a very important one, and it should receive the attention of our citizens generally, for the amount of low attendance in our schools will tell upon our city morally, socially and intellectually. Not only that, but our industries will be affected unfavorably.

Many of our juvenile criminals begin their career by absenting themselves from school. The next step is truancy, in its incipient stages, which soon becomes confirmed. After a very short time, usually, they commit some crime, and soon after we find them spending their time within the prison-walls. This class is increasing among us, and in tracing many of these cases, non-attendance at school has usually been found to be their first offence.

Now, this low attendance upon our schools does not argue against the efficiency of the teachers or their instruction, any more than the poor attendance on churches on Sundays reflects upon the ministrations of the pulpits. It only shows us that the people do not realize the advantages of an education which our schools offer free to all. Poverty debars many families from giving their children as much schooling as they would like to have them obtain. There is no surer way of improving our city in every respect,—materially, socially, intellectually and morally,—than by increasing the attendance of pupils at school.

Factory School.—This school has been doing the work assigned it; viz., teaching the children between ten and fifteen years of age employed a portion of the time in the factories. The whole number registered for the year is 1,051, while the average attendance for each term is 185, a little better than last year. Quite a number of children of this class, owing to the lack of room in the Annawan Street house, were permitted to attend in other schools the required time, according to law.

As soon as more school-room is furnished, I advise the establishment of three additional schools for this class of children; one to be located at Globe Village, one in the eastern part of the city, and one above Mechanicsville. The distances from these points are too great for the children to attend school in the Annawan Street house, even if

there were plenty of room. Because of the scarcity of room a number of the children in these extreme limits did not attend school, but were kept continuously at work. The agents of the mills, in most cases, indicated their willingness to comply with the provisions of law, but owing to our condition retained the children in the mills.

Evening Drawing School.—Three classes were formed December 15th; one in Architectural, one in Mechanical and one in Free-Hand Drawing. Two evenings in each week were allowed to each class. The whole number registered in the three classes when the school opened was 136.

| | |
|--|----|
| Average attendance in Architectural Class, | 40 |
| “ “ in Mechanical “ | 20 |
| “ “ in Free-Hand “ | 45 |

The school continued till late in March.

Mr. W. F. Sherman, the principal, says: “The pupils, as a class, have taken a great interest in the school, and have made commendable progress. It is very desirable that the attendance should be more regular, and as aids to accomplish this end, and also to assist in making up statistics of the school, I would recommend that tickets be given to the applicants at the commencement of the term, requiring the signature of the applicant, and answers to such questions as the following:—

“Do you expect to attend every lesson during the term? How many lessons have you already taken? Which class do you wish to join? What is your occupation? Age? Name? These tickets, after being properly filled out, to be returned to the teacher.

“I also recommend that the advanced pupils be allowed to take the plates and drawing-boards home for practice by daylight, by permission of the teacher. Also, that pupils be required to furnish their paper and T squares, instead of the city doing so.

“These ideas are in practical use in schools of other cities, with very satisfactory results.”

Free Text-Books.—The action you have taken in relation to supplying the text-books used in our schools, free to the pupils, in accordance with an ordinance passed by the city council, is in my judgment very commendable, and must result in much good to our schools. It is certainly a progressive step, and I hope to see our attendance somewhat improved thereby. I know it must be a great relief to many poor but worthy families, to have text-books furnished without cost to their children while attending school. We can now say, better than ever before, our schools are free, and that every obstacle, except the child's time, has been removed, which hindered the poor from enjoying the privileges of the Public Schools.

Superintendent of Schools.—WM. CONNELL, JR.

MANSFIELD.

All the schools the past year have been in session a greater length of time than usual, in consequence of the increased appropriation made at the last March meeting. And this additional time is apparent in the increasing interest and progress by the scholars in their various studies. There is no sufficient reason why the town should not make an appropriation for school purposes large enough to have the various schools in session at least nine months in each year. And your committee earnestly hope that the day is not far distant when the citizens of the town will vote for such an appropriation.

School Committee.—E. M. REED, LUCY H. CLAPP, HARRIET A. GOWARD.

NEW BEDFORD.

English Language.—Our own language is the medium by which our pupils are to receive and impart knowledge, and it is the instrumentality by which they are to transact their business in life. A thorough knowledge of it is therefore of the first importance. Particular care is taken in all our schools, from the thirteenth class upward, to teach the meaning and uses of words and the right pronunciation of them. Every recitation, in every branch of study, is made an occasion for drill in the right use of language. Proper modes of expression are constantly required, and no pupil is credited with a correct answer who is not able properly to express his thought. The effect of this method, persistently followed, is perceptible in all the grades. It is hoped that some of the false methods of speech that have prevailed in this community are being eliminated by this process. It is the wish of the committee and of the teachers, that every pupil who graduates from the High School shall have such a knowledge and command of the English language as to be able, whenever called upon, to express to others, orally or in writing, as the case may require, precisely the thought which his mind conceives.

Training School.—The importance of a school for training young ladies in the art of teaching can hardly be overestimated. Before the establishment of such a school, the committee were often obliged either to reject home talent,—thus removing a needful incentive to effort among the pupils of our own schools,—or to employ incompetent persons as teachers. Good scholarship alone does not make good teachers. Few persons can teach successfully without special training in the teacher's art. One year of instruction in the art and science of teaching, under the direction of a competent instructor, is therefore invaluable, especially if, as with us, opportunities for actual teaching are afforded.

To avoid encumbering the list of candidates for teacherships with incompetent persons, it has been found necessary to adhere strictly to the rule granting admission to the training-class only to such applicants as have passed through a course in our High School, or its equivalent. With this precaution, it is believed that a certificate of graduation from our Training School is a good recommendation to its possessor as qualified to teach. Yet, since all persons have not natural aptitude for teaching, discretion in making selections is still needful.

Mill School.—This school is for the benefit of children employed in mills, that they may have opportunity to attend school according to law. Working as operatives the greater portion of the year, these children are unable to attend our graded schools to advantage, as they cannot receive in those schools that amount of individual attention which they need. It is highly necessary that pupils should be allowed to enter this school at stated intervals in classes, and the committee are desirous of making such arrangements with the authorities of the mills of our city that this may be attained. A little extra trouble might be caused to agents and superintendents at first, but a little enthusiasm for the good of the children would soon set all right.

There is cause for regret that there are children at work in manufacturing establishments in our city who do not comply with the laws. The subject is one that concerns the public at large. No community can afford to have persons grow up in ignorance in its midst. One difficulty to be met in enforcing the law is the frequent changes that occur among the factory population. Families are coming and going continually, and they thus evade the law. This difficulty would be removed if all mill authorities would refuse to receive in their employ all children under fifteen years of age, who had no certificate of having attended school such a number of weeks as the law requires, within the preceding year.

There is much deception practised by parents as to the ages of their children. Having never enjoyed the advantages of education themselves, many of the parents do not appreciate their value, and desiring the money which their children can earn, they are anxious to keep them at work. Some parents are too conscientious to lie, and they conform to the law; while others, not so scrupulous, do not hesitate to make false returns of the ages of their children, that they may thus evade the law.

The sessions of the Mill School are continuous throughout the year, the regular teachers being relieved by substitutes during their vacations. The number of pupils in attendance has averaged about thirty-eight during the year, and forty-five for the winter and spring terms. The present number is fifty, of ages ranging from seven to

fifteen years. Here is evidence that children are at work in mills in our city, at ages less than ten years, contrary to law.

In speaking of this school, the principal says: "Since the opening of the school we have had one pupil fifty years of age, and we have now a young man of twenty-one. All such manifest an earnest desire to learn, and it is a real pleasure to teach them. I have never seen scholars in any school more earnest and studious, and have seldom taught with greater satisfaction as to results. It is our purpose and endeavor to instruct our pupils in those studies which we know will be of practical value to them in after-life. From what I know of the school, and of the needs of the class of children who attend it, after nearly two years of observation and experience, I do not hesitate to say that I consider it one of the most important of our city schools. I would that the school committee, as a whole, the public, the proprietors of our mills and other establishments, and parents of the children, felt a deeper interest in this enterprise; for, on the interest which they feel and manifest, the success of the school almost wholly depends."

Evening Schools.—For the benefit of adults who may not have enjoyed early advantages of education, two Evening Schools have been established for the winter months, which have been largely attended by the classes of pupils for whom they are designed. For obvious reasons no pupils under fifteen years are admitted to these schools. Children under that age, employed in labor through the day, need their evenings for recreation and rest rather than for study. For such children other provisions are made, and they are required by law to attend Day School at least three months of each year. Experience, too, has taught that the admission of children hindered adults from attending the schools, and thus defeated the purpose for which they were established.

Superintendent.—In conclusion, we bear cheerful testimony to the faithfulness and efficiency of Rev. H. F. Harrington, superintendent of Public Schools. In consequence of overtures made to him from other sources, the committee were led to make a slight increase in his salary, being unwilling to substitute a new and untried man in the place so long and so efficiently filled by him. The day is past when cities of the size of our own can think of conducting the interests of education without the aid of one central mind to supervise the whole machinery and direct its operations. As well attempt to carry on a manufacturing establishment with no agent or superintendent to take charge of the business, as to conduct a school system, employing nearly one hundred teachers, with no one man to see that the work of those teachers is so arranged as to result in harmony. Members of school boards are usually men of business, whose time and attention

are so occupied with their own affairs that they are obliged to make public duty in a manner secondary, especially as the service they render to the public is wholly gratuitous. We ascribe the harmonious working of our school-system largely to the superintendent's influence.

Chairman School Committee.—BENJAMIN S. BATCHELOR.

The era of indiscriminate laudation of American schools, rendered possible only by a very imperfect knowledge of their real state, has passed away. The era of thorough examination, of a just appreciation of their defects as well as of their merits, and, let us hope, of a renewed and exhaustless enthusiasm to lift them steadily upward and onward, until they shall be deserving of unlimited eulogy, has taken its place. Enlightened educators possess a far truer and more exacting standard of abstract excellence than used to delude their imaginations. Once, the teacher's position was regarded as being mainly of a judicial character only. The scholars were to cou their text-books diligently at stated times, and the chief office of the teacher was to judge by their recitations at other stated times how faithfully they had transferred to their memories the words they had been delving among. Therefore the power to enforce such discipline and exercise such influence as would induce his scholars to bend their minds most faithfully to their memoriter-work was an exhibition of highest excellence in the teacher; and good teachers, according to such a standard of efficiency, were comparatively plenty. The standard was both narrow and low. Large culture was not an indispensable prerequisite for large success. Indeed it had little scope for its manifestation. A young lady who had just graduated from a High School, or even, it may be, from a Grammar School, could answer the prevailing requisitions and be pronounced forthwith a model teacher. But it has come to be realized that rote-work is miserable work, and that a teacher's judicial functions are among the least important of all. It has come to be realized that the intellectual atmosphere, so to speak, which surrounds a teacher, is the dominant power in the school-room, so far as mental improvement is concerned; the rich, fresh and ever-ready suggestions, out of the stores of a thoroughly furnished intellect, which cornuscate about the text-book lessons and make their dry, cold statements bud and blossom with sunny, attractive life; the exhaustless illustrations that adorn and impress them, gathered in from every domain of nature and every province of human endeavor; the armory of facts and arguments to solve difficulties and remove obstacles; the power to whet the minds of the scholars to the top strain of curiosity, and at the same time to satisfy it. And with such a standard prevailing, limited attainments are inevitably held to limit power and preclude success, just in propor-

tion to the degree of their narrowness and poverty, let other aptitudes be what they may.

And when we compare the education of our teachers with the picture thus portrayed, what do we find to be the facts in the case? Such a picture can be fully actualized, of course, only after long years of assiduous and systematic culture in the vigorous maturity of the faculties, and equal years of devoted experience under the ceaseless spur of an energetic ambition. But we transferred the most of our teachers to their school-rooms almost directly from the High School, whose training, at the best, can be considered only the mere threshold to a thorough and comprehensive education. They prosecuted its studies, moreover, in the immaturity of their powers, so that they were incapable of deriving the maximum of benefit. Not a few resorted to teaching only as a temporary resource, to be gladly abandoned as soon as circumstances should permit, and have therefore lacked that sharper quality of effective energy which comes of loving interest and a devoted ambition. And, once more, it is to be presumed that the most have been prevented from any regular, systematic course of self-improvement since they have been in our service. Thus it ensues that there is a serious obstacle, ceaselessly operative, to the realization of the highest ideal of excellence in the instruction of our Public Schools. Individual teachers here and there may fully satisfy our desires; but so inwrought is one grade with another, one department with another, in an organized system of schools, that isolated instances of excellence cannot make their superiority expressly manifest in results. The scholars will illustrate, at last, only the average character of the instruction they receive.

If we attempt a comparison of our American schools with those of Europe from which valuable hints may be obtained, the facts on which I have been commenting are made still more impressive by force of contrast, to such a degree that we should feel humiliated if we were not aware that our own position is, in good part, the result of irremediable circumstances. Thus we learn, through Superintendent Philbrick of Boston, commissioner from the State of Massachusetts to the Vienna Exposition, that in the schools of the chief cities of Austria, as in those of Prussia,—benighted as we have heretofore supposed the kingdom of Austria to be in reference to the education of the people,—the grades of the Public Schools of every class, those of little children as well as those of advanced position, are taught by men who not only passed with honor through a full course of University study, but who had been tested by long experience before being advanced to their responsible positions, and who have been subjected to repeated examinations of the most thorough and searching character, conducted by experts, receiving certificates of approbation only after a satisfac-

tory exhibition of sufficiency in all regards. They are men, too, who have made teaching from the first their life-work, throwing into it unreservedly all the plenitude of their capacities and the cravings of their ambition; first-class men, with a weight of character and power overtopping the abilities of the most.

Here is an absolute realization, other things being equal, of a sterling ideal of a competent teacher, and it is far, far beyond what is ordinarily exhibited in our American schools.

What is the Right Course of Study for American Public Schools?—There is a philosophy underlying this great subject,—a clear and definite philosophy; and unless we rear the superstructure of our school-system on that philosophy, we cannot have the best of schools,—schools adapted to the needs of American children, in view of the relations, the duties, and the opportunities of their maturity.

A preliminary consideration, foreshadowed in the preceding paragraph, must be carefully heeded. It is that our schools must be distinctively and emphatically American, as distinguished from those of other lands. We can gather many profitable hints from the school-systems of Europe; indeed it would be well for us if we were more impressible and tractable in that regard, and were resolute to import and adopt various principles and methods which would instantly place our schools on a higher plane, both of character and efficiency, than that which they now maintain. But when we go to the root of the matter, contrasts prevail between the ulterior purposes for which the European and the American child are severally educated, and between the social influences which control their expectations and ambitions, on the one hand inspiring, and on the other depressing them, that would render the construction of an American school-system exclusively on a European model destructive of the best interests of our youth. For it is a dominating purpose in organizing the methods of European schools to render the scholars, when adults, easy to be ruled; the passive slaves of arbitrary power. It should be a dominating purpose in the conduct of American schools, to fit the scholars to be themselves rulers; fit for the exercise of the priceless prerogative of American citizenship. In Europe, class-distinctions in society are changeless and permanent; a child is born into a certain position and a certain calling almost as irreversibly as into its conditions of sex; and the perpetuity of these distinctions—keeping the masses down on a dead level of hopeless dependence, to be led by the few—has not been lost sight of by the irresponsible governments of Europe in the organization of their school-systems. In America, every child comes into the world, no matter what its parentage, with a thoroughly elastic future—a future of which the only dominants over high and low in position and fortune are his own ability and strength of will; and this glorious

range of possibilities must be regarded in shaping the provisions for his education. These distinctions, moreover, exercise a determining influence over the minds of the scholars, to make them contented with a low level of attainment, or to prick them with the spur of an ever-stimulating ambition. So that, to use the words of another, "out of her own genius America must work the problem of her success in education as in everything else."

The training of youth is divisible into three courses ; which, though having many things in common, and sometimes losing their individuality by combination along the same channels of action, are so radically distinct in principle, method and purpose, as to result in confusion and disappointment when their distinctive attributes and conditions are disregarded. These three courses are,—

1. First: Elementary instruction ; such a training as will secure to the children the mastery over the general instruments of future cultivation : such as language, figures, the relations of numbers, the organs of speech and song, the pen and the pencil.

2. Second: Intellectual instruction ; such a training as will secure to the children the largest possible amount of knowledge.

3. Third: Mental culture ; such a training as will educate the mind in the most thorough and perfect manner ; developing the faculties into a condition of most effective power by a protracted process of systematic and orderly discipline.

Plainly, a certain amount of familiarity with the details of the first of these courses, is essential to the prosecution of them all. No intelligence can be acquired, no culture undertaken, until the faculties have been furnished with their appropriate media of expression and action. And it may as truly be said, that the more comprehensive the range of that familiarity, the more ample and convenient will be the opportunities of progress in all regards.

The first of these courses, moreover, includes not only the substantive media for the activity of the faculties, but also the incidents of scholarly propriety and accuracy,—correct spelling, right punctuation and capitalization, the proper employment of language, the accurate use of figures, the power of rapid computation, neatness and beauty of penmanship. These and other particulars relating to the manner as well as to the matter of mental expression, are to be classed under the head of elementary instruction.

The paramount object of the second course is to stock the intellect with knowledge, without special regard to the use which may be made of the accumulation of facts in the memory or to the development of mental resources and power ; while the third course, when prosecuted pure and simple, contemptuously discourages the acquisition of facts, except as they may be essential to the achievement of its major pur-

pose, and devotes itself to the discipline of the faculties, especially of the reason, so as to illustrate in results the highest possibilities of manhood.

Now, what are we to do with the masses of our American youth, as we find them in the Public Schools, in reference to these three courses of training? This is the great question of the day in educational affairs. The answer which may be given to it lies at the foundation of everything else. What shall be studied, how the studies shall be pursued, in High Schools, in Grammar Schools, in Primary Schools, is dependent on the purpose for which study is to be prosecuted at all.

I remark, in reference to the first of the three courses of training; viz., instruction in the use of the instruments of thought, that the ideas which prevail in regard to it are characterized by misconceptions so gross and expectations so unreasonable, as to be the sources of incalculable confusion and mischief. For it is assumed, not only that correctness in the use of the instruments of thought is an essential qualification of an ordinary scholar, but that it is also of comparatively easy accomplishment, and the absence of it an indication of criminally defective teaching.

Thus the teachers in High Schools say of the increment to their schools from Grammar Schools: "How wretchedly these scholars have been taught! They cipher inaccurately, they spell poorly, they cannot punctuate, they cannot properly capitalize, they have small knowledge of syntax and of the figures of speech, and as to abbreviations and the marks used in composition, they seem never to have been introduced to them at all; in fact, with all the professed improvements in Grammar-School instruction, the graduates of the Grammar Schools apparently know less than was acquired by scholars in the former days before reforms had begun their boastful renovations."

The professors in scientific and technological schools and agricultural colleges go to educational meetings, and draw from their pockets huge packages of examination-papers, scarred all over with corrections, and holding them up with a contemptuous shake, exclaim: "See here the evidence of the miserable work which the Public Schools are accomplishing. See the bad spelling, the bad writing, the inaccurate figuring, the clumsy forms of expression, the defective grammar, the proofs of poor training every way. What shall be done to effect a reform in the schools?"

And in the same breath these professors will inveigh against the waste of time in monotonous routine, in mill-horse drill, in the study of grammar, in incessant ciphering. In all these points the Public Schools, they aver, are in a lamentable way.

Once more, some hoary-headed devotee of "the good old days" will discharge at you, with no little ammunition of feeling, the remark,

"I have no faith in the praises which the schools of the present day are receivin', as compared with such a right down, old-fashioned country-school as I used to go to. Why, when I was done my schoolin', I could spell anything in creation; I could cipher all through 'Daboll's Arithmetic,' I could parse first-rate in 'Thomson's Seasons'; I could answer e'en a'most all the questions in the geography, and my copy-book was worth lookin' at, I tell you. Now, there's my son has just got through the Grammar School, and I can put out lots of words he can't spell; he ain't nothin' on parsin', and nothin' to speak of in cipherin'. There ain't so much improvement as is bragged of, that's a fact!"

It would be puerile to cite such remarks as these, if they were not so common, and in connection with the other criticisms which I have instanced, did not indicate a very prevalent phase of opinion about the work of Public Schools.

And what shall we say about it? Simply this: That, to some extent, it is doubtless true. The chief characteristic of the old-time schools was unintelligent routine; incessant drill upon the instruments of knowledge. There was drill in spelling, drill in parsing, drill in ciphering; and the effects of this monotonous drill-work were what might be anticipated. The scholars reaped what they had sown. They acquired great proficiency in the mechanism upon which they had labored so assiduously. They could parse, they could spell, they could cipher, they could call words (without much reference to their meaning), and little else.

By and by the dreary barrenness of such results elicited the indignant protests of thinking men. They demanded something more than facility in managing the mere vehicles of thought. They demanded that there should be passengers in the vehicles—that there should be some freightage of thought itself. Then began that glorious reform which is only just now culminating and becoming organized into principles. Then were witnessed the incipient stages of the renovation, through which knowledge rather than mechanism has been made the paramount object of the schools.

But what has ensued? Just to the degree that a margin was offered to intelligence, correctness in the use of the instruments of knowledge declined. For if correctness and accuracy in the use of the instruments of thought are to be insisted on as indispensable products of elementary instruction, our Primary and Grammar Schools can give attention to very little beside.

Is any one confounded by such a statement? Does it seem to be setting forth a very low and contemptible standard of elementary work? Low and contemptible as it may seem, it is all that stern, practical experience will indorse. If the graduates of our Grammar

Schools, averaging fourteen years of age, are expected to be correct spellers, accurate cipherers, expert in solving problems with the slate in the various divisions of arithmetical work, handsome writers, good grammarians (as to the right nomenclature of words and their arrangement and use in sentences), and are to be proficient in punctuation, capitalization, and the other accessories of written language, then let us reverse the programme once more, and subordinate intelligence to mechanism.

I speak, as may be presumed, of an average class in an Elementary School; a class, of which a large per cent. are out of families which have no intellectual life astir in their abodes to aid the instructions of the school-room; whose vocabularies, obtained in the intercourse of their uncultured home-society, are so meagre, that the words which they encounter in their school-work, even such as we should pronounce to be childish in the simplicity of their significance, have no definite meaning to them as symbols of thought; whose minds have no intellectual bias, craving or curiosity; whose school-tasks, therefore, are uncongenial and laborious, and with whom a good work has been achieved, from day to day, when the simplest elementary practice has effected a positive lodgment in their memories and their intelligence.

Moreover, under the best of circumstances, facility and accuracy in the use of the instruments of culture are acquired only through the agency of drill, and plenty of it. There is no royal way, around or across, to accomplish the work by other means. Drill, drill, drill alone, through months and days and years, will fully effect such masteries. One becomes a good speller, for instance, only through drill. One sight of a word, once spelling it, is nothing. It must be spelled over and over, until the eye has made a lasting picture of its appearance, until the memory has permanently engraved on its substance the sequence of its elements, until the power of association has been enlisted to recall its outlines.

Again, the addition of words to a scholar's vocabulary is the result of drill alone. It seldom or never is consequent on the mere reading of books, as experience has amply proved. For though the arrangement of words in sentences may convey meaning enough to interest the mind, it is not thus induced to take possession of them individually as items of its furniture. Nor can the study of subjects be relied on to accomplish it. If it were otherwise,—if the study of geography, history, arithmetic, and other school-themes, were sure to furnish the mind plentifully with symbols of thought,—how celebrated for the rich copiousness of their diction and the affluence of their compositions the scholars of our Public Schools would have been from time immemorial! One smiles as he contrasts the fact with such a statement!

No; for reasons which have already been adduced, the language of

the school text-books produces only vague general impressions on the minds of the great majority of scholars, and rarely inheres in the memory so as to be ready for future and familiar use. It is only through processes of systematic drill that this important result can be secured.

So in regard to facility and accuracy in ciphering; so in regard to the creditable use of any elementary instrument of cultivation. It comes of practice,—long, systematic and assiduous practice; and in such exercises, if great proficiency be prerequisite, the chief part of school-time will be consumed. All experts are fully aware of this. And let those who, ignorant of the facts, have formed their ideal of Public School-work in the cloudland of theory, and who are incessantly decrying the value of the work which is actually going on in our schools, setting up impracticable standards and demanding impossible things, learn, by unprejudiced and faithful inquiry and observation, to chasten both their expectations and their speech.

We are now prepared for the inquiry, What is to be expected of our schools? What course of training shall be placed in the foreground, and what degree of attention shall be expended on the rest?

The third course of training which has been defined,—that, namely, which has regard to the thorough education and discipline of the mental powers, is adapted specially to mould and put into harness those who are to be the strong, solid thinkers, the ripe scholars, the original investigators, the intellectual lights of the republic. It is appropriate to the work of Universities, Colleges, and the schools devoted to preparation for such institutions. It demands, in order to perfect its fruit, the whole time of childhood and youth, systematically and exclusively occupied in its furtherance. It disregards the acquisition of intelligence, for it is advantaged by a postponement of effort after knowledge until the powers can best appropriate knowledge and make it productive. It can afford to distribute its labors among the instruments of culture throughout all its career, at no point restless about defects in its status in this particular, because in the end it is quite sure to be sufficiently skilled. All this is wholly inconsistent with the scope and possibilities of elementary Public Schools. Even if it were believed that mental discipline would be better for our scholars in general than intellectual acquisitions, there is not time enough along the grades of the Elementary Schools—fourteen years of age being the prescribed closing limit—to reach positive results. The time spent on studies for the specific purpose of mental discipline would be almost utterly thrown away. Something creditable might be accomplished in this direction in High Schools, if their annual increment were not derived from Grammar Schools in which the studies are prosecuted without any special reference to the High School curricu-

lum. Here is a point as to which the schools of Europe have immense superiority over our own. The "Gymnasia" and "Real Schools" of the cities, corresponding (with differences) to our High Schools, take charge of the boys who are to attend them, in their earliest school-years, start them in study as High-School scholars, and thus give them the advantages of a training which is thoroughly systematized from beginning to end. We do nothing of the kind, and our High Schools, in consequence, effect comparatively lame and superficial results.

What, then, should be the paramount object of study in the elementary Public Schools, the majority of whose scholars will go out from them into the world at from thirteen to fifteen years of age? The question occurs again.

It must not be mental training, because there is no time to perfect the fruits of such a course. It must not be elementary training alone, because to send our American youth out into the busy world that will throng around them,—with all its appeals, interests, changes, demands, duties, opportunities,—with little to show, as the sum-total of their education, except skill in the use of the instruments of knowledge, is to play them false as to their most sacred claims and defraud them of their intellectual birthright. It is to play false with the country, moreover, turning out the generations from the school-houses into its bosom with small preparation for the exercise of the privileges of citizenship. The paramount object in question should be intellectual instruction. Knowledge should be held superior to the mechanism by which it is acquired, and a compromise maintained between the two. Familiarity with the instruments of culture must be enforced sufficient to give scope to the intellect, and the broad margin of opportunity that remains given over to the intellect itself. I will not delay to draw a picture of a school of which the vital, informing spirit is intellectual instruction, although I could dwell on its details with loving enthusiasm. For I have drawn such a picture again and again, and I should only repeat myself. And at all times, within reach of every one, are living models of such a school,—in the rooms in which so many of our faithful teachers are intelligently and efficiently at work.

The grand conclusion is, that professors in Technological Schools, teachers in High Schools, and all other fault-finders, must cheerfully acquiesce in the compromises which are proved to be essential, and cease to be so fearfully annoyed at the mistakes of our Grammar scholars. Why should they not? Will the fact never be allowed due influence, that the most of these mistakes pertain only to the dress of thought, and do not affect its substance? Will the changes which the implements of written language undergo from time to time, never attract attention as proofs of their merely incidental character? Will

it never be remembered how strangely Spenser and Chaucer spelled their words, as judged of by modern orthography, and yet were among the literary luminaries of the age,—that it was scholarly, a hundred years ago or more, to capitalize every substantive in a piece of composition,—that no two authors or publishing houses ever agree as to punctuation?

Again, is the striking fact never to have weight, that all these matters are connected with written language alone—that they have no concern whatever with speech? And what will the great mass of those who go out from Grammar Schools into the world (they are the ones whose interests are to be specially cared for in these schools) ever have to do with written language? What in the way of compositions will engage their pens? Literally nothing, or next to nothing. Nothing, except, at intervals, a letter to a friend. And shall we be over-scrupulous about accuracy in matters which will be brought into requisition so seldom, at the expense of that intelligence which is to be the informing spirit of all oral communications, is to be the interpreter of the book and the newspaper, and furnish forth the mind to take advantage of the opportunities ever freshly occurring in this many-sided American life of ours?

Let this tolerance follow the candidates into the secondary schools. It does not seem to me profitable to devote much time in a High School exclusively to the accessories of written language. It cannot be afforded. For it is very generally conceded that the most important office of our High Schools, like that of the Grammar Schools, although on a superior plane of effort adapted to the greater maturity of their scholars, is to store the minds of those scholars with profitable knowledge. And in the prosecution of their prescribed intellectual work, aided as they will be by the enhanced power of approaching maturity, if their school be well ordered, they will have opportunity for constant practice in this regard, and in due time acquire the desired proficiency. It must be a very poor High School whose scholars, when they reach the upper classes, have not, through the channels of ordinary study, become quite correct in the use of the instruments of knowledge, as well as possessors of a good stock of knowledge itself.

I would carefully guard myself from the possible deduction that I am indifferent to scholarly accuracy and correctness in the use of the instruments of culture, and am willing that they should be slighted, and lightly subordinated to other pursuits. Far the contrary. I only plead that they should not be made paramount and exclusive. They must be earnestly, faithfully and constantly heeded. But intellectual instruction should always accompany the efforts for their accomplishment. The teacher should strive to make all elementary drill the vehicle of profitable knowledge.

I scarcely need delay to remark that, while this discussion has had reference only to the intellectual side of education, I would not for an instant, directly or by implication, cast into the shade that training of character which is, after all, the noblest and most responsible of the duties confided to our teachers; which rises paramount to the claims of intellectual instruction of every kind, successful in which, our teachers will have accomplished a glorious work, however they may fail in all beside—failing in which, all other successes will prove only loss and shame.

Superintendent.—HENRY F. HARRINGTON.

NORTON.

Vocal Music.—The matter of introducing Vocal Music as a branch of instruction into our Public Schools, is one which is worthy the attention and consideration of all who take an interest in promoting and forwarding the education of our youth. One would naturally suppose, that a measure fraught with so much good, not only directly but indirectly, would readily recommend itself to all; but it has been the experience of those who have sought to make a new departure in any direction in the field of education, that before anything can be accomplished it becomes necessary to combat, not arguments and objections based on broad and liberal grounds and principles co-incident with the spirit of the age and country in which we live, but, rather with old traditions, exploded theories, and ancient customs, which ill befit the times.

It is high time now that we should awake to a realization of what is our duty in this matter, if we would not have our schools suffer by comparison with those of our sister towns.

Time was, in the earlier days of the colony, under the stern and unrelaxing code of the early Puritans, when the school-room was to all intents and purposes a workshop, where the child was subjected to a rigid cheerless process to acquire his "rudiments," and one in which the birch played no insignificant part; but we have long ago seen the folly of this system. Our endeavor to-day is to combine pleasure with the labors of the children, to mingle healthy recreations with the accomplishment of their tasks, and to give a brighter and more home-like air to our school-rooms.

To these ends, therefore, we seek the introduction of vocal music into our schools. We believe it would richly repay the town to employ the services of some competent instructor, who should visit all the schools regularly, and give lessons in singing. But fortunately a large proportion of our teachers are themselves able to conduct this exercise with profit, and there are few if any of our schools where the teacher

will not be able to find among their pupils some who can relieve them of all burdens in this particular. The experiment is at least worthy a trial, and once you scatter the seeds of mental and moral culture in your school-rooms, a lovely plant will spring up to blossom at your firesides, and in your churches, to be your pride and pleasure through life, and a source of consolation and contentment in old age.

School Committee.—BENJ. E. SWEET, ALICE C. LANE, JOHN M. FIELD.

RAYNHAM.

We do not believe that school life should be made up of studies merely to make us proficient in either in mathematical, geographical or grammatical knowledge, or of all combined, but let them each have their due place, and join with them such studies as will tend to make them know more of the things about them, of themselves, of the beauties of nature, of their duty to each other, of the blessings they as children are continually receiving;—thereby making them to become better citizens, nobler and truer men and women. Such we believe to be the true end and should be the aim of school education.

School Committee.—NATHAN W. SHAW, JOHN M. MANNING, SETH D. WILBUR.

REHOBOTH.

We believe that we have bestowed upon our duties as much time and attention as could reasonably be expected of men engaged in other employments. Still, a more systematic and persistent superintendence is very desirable. We readily perceive the advantages that a person who had made the art of teaching a special study, and who could devote his whole time to the schools, would possess over those who have not such leisure and such qualifications. The town, however, has not sufficient employment for a superintendent, and could not afford the expense. We hope that the legislature, at no distant day, may devise some measure that will confer upon the poorer and less populous towns a supervision equal in quality and amount to that now enjoyed by the wealthier towns and cities.*

School Committee.—IRA PERRY, JOHN M. DAVIS, WILLIAM H. BOWEN.

SOMERSET.

The experience of all communities will agree that the more men a board of committee consists of, above what is actually needed, the less work will be done, and more confusion will take place.

* The attention of the Committee is invited to chap. 183, Laws of 1870, "authorizing towns to *unite* in the election of Superintendents of Schools."—[SECRETARY.]

We regret that Somerset voted, in the spring of 1873, to increase the board of committee to nine, as the labors of our town have never demanded such an increase, and never will get the services of this number unless a new custom be instituted.

Therefore, fellow citizens, we say, reduce your board of committee to three as rapidly as possible; and let them be men of tried experience—men of wisdom and men of honor; governed by high motives of morality and Christian practice. No great success can be attained in our schools till more harmony of action exists.

We would recommend to your consideration the propriety of all text-books being purchased by the town and owned as town property, and always kept in the school-houses. This would obviate the necessity of parents purchasing books anew every time they change their location; and would in the aggregate cost less, as they would then be purchased at reduced prices. Furthermore, there would be no delay in promoting from class to class, as a supply would be kept on hand.

Under the old plan, we cannot always obtain the needed books at the proper time.

Besides these considerations, there is no reason why the town should not furnish school-books by general taxation as well as the rest of school expenses.

Superintendent Public Schools and Chairman School Committee.—F. A. SHURTLEFF.

SWANSEA.

Compulsory Attendance.—Last year the town adopted certain by-laws relative to compulsory attendance; the result has been favorable so far as they have been practically carried into effect. I am pleased to report a gain in attendance of six per cent. over last year. The truant officer has been faithful in the discharge of his duties, but owing to imperfect arrangements relative to the commitment of truants, his action has at times been advisory. Moreover, he may not have always met with that prompt encouragement which he should have received, being sometimes advised to defer action for fear of causing a disturbance.

The past year has not been one of fair trial for the compulsory law. With perfected arrangements relative to its execution, with prompt support on the part of the people, much better results may be looked for.

That the by-laws passed by the town are necessary and beneficial, is evident. There are children who will not attend school regularly, or will not attend at all, unless compelled to. Parents and guardians are often indifferent to their welfare. They will not or cannot compel their attendance. Shall such children be permitted to grow up in ignorance?

Shall they be permitted to roam about town, unfavorably influencing other children?

The State compels the town to appropriate money for their education, and is it not an act of benevolence as well as justice for the town to compel their attendance at school?

Superintendent of Public Schools.—JOB GARDNER, JR.

TAUNTON.

Another difficulty which has long prevailed in our schools, and particularly those of the Primary grade, is that there have been too many pupils in a room. To remedy this we have adopted, in several of the largest Primary Schools, the half-time system. About one-half of the pupils attend in the forenoon, and the other half in the afternoon. It has proved more successful than was anticipated by the committee. Children of this grade have not become accustomed to the restraints of the school-room, and, at that tender age, ought not to be required to sit the whole day in the foul atmosphere of a crowded Primary School. They cannot study, nor can they receive the instruction or attention of the teacher, but a small portion of the time. They are compelled to spend a large part of the day in the effort to sit still and be idle, and if anything will dull the senses or blunt the intellect, it is this enforced idleness in the midst of a poisonous atmosphere. They need pure air and exercise to strengthen the physical system, for upon that depends, in a great measure, their future mental strength. Under the half-time system the air of the school-room is comparatively pure. The teacher spends less time in the discipline of the school, so that each pupil actually receives more of her attention and instruction than under the old system. As a practical result we find greater progress on the part of the pupils, with less labor on the part of the teacher, and when the experiment has been tried long enough to afford a test, we expect to find better health among both teachers and pupils.—*Report of Committee.*

The attendance was seriously affected by the various forms of disease which prevailed so extensively during the winter and spring. In many of the schools the sick-list included a large portion of the pupils for several weeks; and the average weekly and daily attendance was reduced in a marked degree.

An encouraging feature in connection with this unavoidable decrease in attendance, was the interest exhibited by the teachers in the subject, and their earnest explanations of its cause. Their assiduous endeavors to secure punctuality and regular attendance have been rewarded generally with signal success, and there is a growing interest in this mat-

ter on the part of the parents and guardians who patronize the schools. In fact, the attendance of the younger children is probably quite as constant as it ought to be. With the vigilance now practised by those in your employment, the attendance of the children while connected with our schools is as regular as can reasonably be expected, and there are but very few instances of actual truancy.

There are, however, two classes of children, who ought to be in the schools, whom neither your teachers nor superintendent can reach by any authority or influences at their command. I refer to the children in the factories and workshops and on the streets, whose names are not enrolled in the schools, many of whose guardians do not seek for them the advantages of the school department.

In assuming the responsibility of providing means for the education of children by the collection of taxes from the people, there was implied the duty of guardians to see that every child, not incapacitated by mental or physical weakness, should have the benefit of means thus provided; there was involved the right of the State and its communities to an educated constituency.

In the early history of our State this duty was almost without exception construed as a privilege, and the comparatively small number of the citizens of Massachusetts who were ignorant of the art of reading and writing was mentioned with landable pride at home and abroad.

With the changing character of our population by immigration, legislative enactments, especially requiring the attendance of children at school, became necessary. These special laws have hitherto proved of little practical utility, for want of sufficiently certain provisions for their enforcement.

Superintendent of Public Schools.—W. W. WATERMAN.

DUKES COUNTY.

TISBURY.

Poor indeed is that financial policy which would fill our schools with third-rate teachers, because they can be had for the asking. In our present state of financial embarrassment we cannot afford to keep poor teachers. They are a luxury beyond our means. Every workman is worthy of his hire, and school-teachers, like other mortals, must live.

Retrenchment in town expenses is desirable, and none will advocate it more strongly than your committee. But let retrenchment com-

mence in proper departments, and do not hazard interests so momentous as the cause of our Common Schools upon the experiment.

The responsibility is yours, voters of Tisbury, to guard with utmost care the historic reputation of our ancient town, and you can never do it as safely and well as through the widening channels of popular education that exist in your Public Schools.

School Committee.—J. H. LAMBERT, WILLIAM COTTLE, DAVID MAYHEW.

ESSEX COUNTY.

AMESBURY.

Truant Laws.—The truant laws adopted by the town two years ago, were approved by the superior court for the county of Essex on the 27th of March, 1873.

The selectmen and school committee have asked and received the assent of the board of state charities that the State Primary School at Monson be designated as a place of confinement for offenders under the truant laws. We are now, therefore, prepared to fully execute those laws, and a greater per cent. of attendance in our schools may hereafter be expected.

Superintending School Committee.—FRANK WIGGIN, H. G. LESLIE, JOS. MERRILL.

BEVERLY.

The introduction of Art Drawing and Vocal Music, as regular studies, has changed the character of these schools from that of "olden time." The blackboard is an institution; for, as the child's first knowledge comes chiefly through the sense of sight, drawing is in direct connection with its early observation and habits, and should always be taught in the Primary Schools. It cultivates the mind through the eye, in the memory of form; it interests the little learner, fixes his attention, keeps him busy, and is producing results that, among the Primaries, are truly surprising. As of Drawing, so of Music, by its softening influences materially promoting the good order of the school-room, by varying the monotony of study, cultivating finer conceptions of, and a higher love for, the beautiful, adding a charm to the social intercourse of the family, as well in the cottage as in the mansion; we regard Music as invaluable, since in the song exercise, if ever, there will be happiness in the school-room.

It shows an inexcusable neglect on the part of parents, and a disregard to the rights of the community who have a demand on the scholar's regular attendance, if that scholar is a member of the school at all ; for no parent has a right to coin mental powers into dollars and cents, when a respectable position in society, obtained by education, depends upon school advantages. The education of every child takes hold of the vital interests of the whole community, and demands the earnest thought of every citizen.

Absenteeism, tardiness and dismissals are the great evils with which these schools have to contend ; and the amount of damage attaching to them from this practice, in the waste of time, the loss of instruction, the annoyance caused to the teachers, the hindrances to the progress of punctual scholars, cannot be easily calculated. Classification must exist in our schools ; and in our opinion, the parents of regular and punctual scholars have a just cause of complaint against those who allow in their children the possession of opposite characteristics.

The times and the tides of the school-room must no longer be stayed by such obstacles. The standard of Common School education is advancing in our town ; none but able and faithful teachers will be employed. Under our present system of classification, no scholar can be absent from any one recitation without affecting his or her standing in the class. The march is onward ; and those who, from irregularity, do not keep step to the music, must certainly be left behind, and be content to take positions in lower classes. This is an unpleasant step to take, but justice to the whole requires it. Will the parents in this district ponder this matter ?

School Committee.—JOHN I. BAKER, *Chairman* ; JAMES HILL, *Secretary*.

BRADFORD.

Drawing.—Considerable attention has been given to the teaching of Drawing. The committee recognize the importance of the subject, and while something has been accomplished, they are fully aware that much more remains to be done. It is not easy to introduce at once a subject so new to teachers as well as scholars ; but the importance of instruction in mechanical drawing cannot be over-estimated.

The scholars in some of the schools have given attention to the drawing of maps, and the knowledge of geography has in this way become very distinct. The old system of memorizing long lists of hard names of places and rivers, which are never to be heard of again, has given place to the better plan of giving to the scholar some more general and more practical ideas of the world we live in.

School Committee.—J. D. KINGSBURY, WM. COGSWELL, CHARLES B. EMERSON.

BOXFORD.

We feel it our duty to protest, as in other years, against such excessive irregularity of attendance. This vice is not tolerated amongst us outside of the school. We are not irregular in our meals, eating to-day and omitting to eat to-morrow, but maintain a uniform habit. In our work we touch the other extreme, and are careful to do every day its allotted amount of labor. But in educating our children we are grossly careless in this respect. With all due allowance for bad weather and sickness, there is still a great deal of unnecessary absence from school. This fault is universally regarded as most pernicious, and parents alone are chiefly responsible for its continuance. We plead for the highest interests of your children in urging the importance of prompt and regular attendance. We plead for the future of your children, and in their behalf protest against such a sacrifice of present advantages and future possibilities for the sake of indulging any childish whim, or for any pecuniary gain. To defraud the children of that education which the Commonwealth so liberally offers, is a wrong that calls for serious consideration and amendment.

School Committee.—S. D. GAMMELL, WILLIAM E. KILLAM, C. E. PARK.

DANVERS.

A good change has been made in the statute law of the State, by which children are required to attend school twenty weeks, annually, instead of twelve, as formerly, and it is still farther the intention of the committee to better enforce the truant laws of the town, of which the following are extracts :—

Every child who shall, upon complaint duly made, be convicted of being an “habitual truant,” and every child between the ages of seven and sixteen years, and residing in this town, who shall be found wandering about in the streets or public places of the town, having no lawful occupation or business, not attending school, and growing up in ignorance, shall be punished therefor by a fine not exceeding twenty dollars, or be committed to such institution for instruction, house of reformation, or suitable situation as the town may from time to time provide in conformity to law, for such time, not exceeding two years, as the trial justice or judge before whom the complaint is tried may determine.

It shall be the duty of the truant officers to inquire into all violation of these by-laws, and to do all the acts required of them by the laws of the Commonwealth; and they alone are authorized, in the case of violation of these by-laws, to make the complaint, and to carry into execution the judgment thereon.

It shall be the duty of the teacher of any school in the town, who knows

of any case of habitual truancy in his or her school, to give immediate information thereof to one of the truant officers of the town.

It shall be the duty of every truant officer, before making any complaint for offences under these by-laws, to notify the offending child, and his parent or guardian, of the offence committed, and of the penalty therefor, and if the truant officer can obtain satisfactory pledges for the restraint and reformation of the child, he may in his discretion forbear to prosecute, so long as such pledges are faithfully kept.

It shall be the duty of the truant officers to keep a full record of all their acts and doings, and make annual report thereof to the school committee, who shall publish the same with their report.

Nothing in these by-laws shall be construed to control or impair the obligation and duty of teachers to enforce punctuality and regularity of attendance, and to preserve good order and discipline.

School Committee.—W. WINSLOW EATON, JOHN A. PUTNAM, I. W. ANDREWS, J. W. PORTER, C. B. RICE, ANNIE L. PAGE.

One of the sub-committee, who wished to try the experiment of teaching writing according to the Spencerian system, and to make a thorough use of the Kindergarten drawing as a means of developing the powers of observing, comparing and describing, has been very glad to spend some part of every day, either alone or with the teacher, in the school, for the sake of bringing before the people of the town the practical working of some of the improved methods of teaching.

It is the opinion of the best educators in Europe and America that the place to begin the reform is the Primary School; that the remarkable activity of the powers of observing all about them, accompanied with great curiosity and the almost irrepressible desire to be *doing* something, indicates that the course to be pursued, if we would act in harmony with the laws of our being, is not to try to force upon these young and unwilling minds the processes of other minds, but to lead them to exercise their own, and instead of learning by rote from a book what others have observed and thought, to teach them to observe and think, and to give full and clear and correct expression to their observations and thoughts, which is the grammar of the Primary School; to take advantage of their curiosity to give them glimpses of the wonders and beauty of the commonest things about them; to train the hands that so restlessly desire to be doing something, by giving them something to do. When the school does this for children, it will be a pleasant place to them. Absenteeism and truancy will be more rare, and the minds, hearts and hands, so trained, will be well armed against the assaults of evil, which find their allies in the excessive and unwholesome restraint, and in the enforced idleness of mind and body, which must ensue with the best of teachers in an overcrowded and consequently neglected school.

Sub-Committee.—J. W. PORTER, ANNIE L. PAGE.

GEORGETOWN.

We anticipate a time, before decades of years shall have passed, when a teacher will not be thought well qualified to teach a Common or "Union" School, much less a Primary, in this Commonwealth, without the ability to give instruction both in music and drawing: and when it will be regarded as a positive part of the teacher's work to cause every child to put everything upon the blackboard or slate, in the neatest possible manner. Especially are these things of the first importance in the Primary Schools.

Superintendent of Schools.—R. G. FARLEY.

GLOUCESTER.

Then let our teachers strive, first of all, to interest the children in themselves and in their temporary home. Let them consult the child's triple nature, and adapt all the varied exercises of the school for his physical, intellectual and moral growth.

I do not mean to imply that the Primary School should be merely a play-room, for amusement and for passive reception of incidental knowledge. Such has not been the training in the Kindergarten School of home. On the contrary, for the first five or six years of their lives our little ones have been active workers and hard students. They have explored a world of mind and matter, limited though you may have thought it by your family circle and neighborhood yards. They have stored up a vast fund of information, which they are only too eager to impart to him who possesses the golden key wherewith to unlock their diamond chamber of thought and language. How ridiculous, how wicked is it, to treat these little men and women as automatons or ignoramus.

The most philosophical instruction is always the simplest. The faculties of perception, memory and imagination are early developed. The reasoning powers ripen later. Therefore, the child should, first of all, be carefully trained to an harmonious exercise of the senses. Tangible objects, and visible as well as audible illustrations, strongly impress the young pupil. From these he derives his simple ideas. Hence the Primary school-rooms should be liberally supplied with models of familiar things, with pictures, cards, blocks, charts, slates, and blackboards, which last should never become incrustated with dust from terms of disuse.

The teacher who gives her youthful charges free swing for observation, perception, experiment and questioning, will be hourly astonished at the number and magnitude of their ideas. These, it is the royal

province of the true teacher to bring into proper relation with the course of instruction, to teach her pupils to embody in clear thoughts and simple but correct language, and subsequently to reason upon.

Hence the instruction of the first years must be largely objective and oral. It is true for all grades, but more strictly for the Primary, that the text-book, whenever used, should be the servant, not the master, of the teacher. Whatever seemingly comes from the full and ready mind of the vivacious teacher, is a tenfold greater stimulus to mental activity than the mere words of the text-book can possibly become.

As has been said, all class instructions should be brief. But to prevent even such from becoming tiresome, they should be mingled with exercises which have for their primary, though not sole object, relief from the regular routine of school work, and the proper development of the physical powers. There should be brief exercises in light and free gymnastics, in marching, running, walking, easy general drill in numbers, vocal culture, and singing after every recitation. None of these need occupy more than three or four minutes; and they can be so interspersed that the change in position, and the freedom and delight in muscular and vocal movements, will prevent the school from becoming weary, and give a renewed zest for mental effort.

Some teachers say: "We have not time for all these things. We cannot find time for physical exercises." No time for physical or rest exercises! There is no time to omit them. The health and happiness of the child allow no "local option" in this matter. Many earnest and progressive teachers do even more than is herein suggested. These, in connection with the specified studies of the grade, including reading, spelling, numbers, music and drawing, find ample time for instruction in manners and morals, for physical and vocal training, for writing and dictation exercises, for frequent but not aimless dialogues on the familiar objects of the material world, for reciting choice "stories" and gems of thought in prose and verse, and for the careful culture of clear ideas and simple and correct language.

Attendance.—Such statistics ought to convince every tax-payer and parent that the welfare of the whole school, and not the whim of the pupil or the ease and convenience of the parent, should be consulted in making and enforcing reasonably stringent rules to secure a more punctual and general school attendance. Many absences must result from sickness and other valid causes, but probably not one-fourth of the number is thus occasioned. The importance of a habit of regularity and promptness in the discharge of school duties is overlooked.

Some parents do not seem to consider that their children's membership in the Public Schools imposes the duty to have them appear as promptly and regularly there as at the office, sales-room or shop. The school is made a mere secondary matter. And, as a result, childish

fancies or parental cupidity, indulgence or thoughtlessness, make three-fourths of the marks for absence or lateness.

Absence for a day is a serious loss to the pupil; for each day's work completed is the basis of the next day's course of instruction and discipline. But the lessons of one day being lost, some of the next are generally unprepared; as the old excuse, "I was absent yesterday," is so easily uttered. How difficult it is for instructors to excite and sustain the interest of their pupils; how hard is the task for the pupil, unless present at every recitation, to surmount each new obstacle and firmly to grasp each newly explained principle, no one but the practical teacher can fully appreciate.

Those absent days induce habits of neglect. The absentee loses all interest, if he ever had any, in his studies, frequently fails to do the regular work, hangs like a dead weight on the class, and finally drops into a lower division, or entirely out of school. And, inconsistent as it is, the parents of these very pupils are always the loudest in their complaints, when their sons or daughters fail to be promoted with their classmates, who have been more regular in their attendance, and more devoted to their school duties.

If the inconstant scholar inflicted on himself alone all the injuries which his absences cause, it would be more just and tolerable. But repeated absences not only demoralize the scholar, they also exert a pernicious influence over the whole school. Teachers and punctual pupils suffer. Classes are unjustly delayed in their progress. Much time and strength are expended by the earnest teacher in the often futile attempt to enable the scholar to perform in one day the work of two or three, and thus "catch up with the class." The discipline of the school is made more difficult. Unruly pupils become more impatient of restraint; daily systematic drill is irksome; mental exertion distasteful. Much study has indeed become a weariness of the flesh.

Tardiness and absence are twin evils. Both generally derive their origin from indifference, carelessness, or ignorance of the many evils to which these irregularities tend. Each produces the same idle and desultory habits. Tardiness, in nine cases out of ten, has no valid excuse. It does not depend on station or distance. In fact, those living in sight of the school-house are more frequently tardy than those who come from far. In some schools, four or five pupils have their names blackened with more "T's" than disfigure all the other columns of the register.

Those teachers who have brought themselves into the closest relations with the parents of their pupils have secured two essential results: first, active sympathy and coöperation from the parents; second, better attendance. Other things being equal, the record of attendance is a just gauge of the ability and success of a teacher. And

I have almost invariably found that those who rank highest in your estimation have secured the most regular attendance.

The following method of detecting truancies and obtaining a good attendance has been used by several of the teachers with signal success.

Trusty messengers are sent to the parents of the absentee, who send back word that their children are necessarily detained, or that they have been sent to school. In the latter case, the truant officer should be immediately notified to bring in the wanderer. Hundreds of messages have been sent, and the little trusty messengers have rarely been rebuffed by a smart, perhaps unkind, reply to the teacher's inquiry. Some parents who have been inclined to criticise this method and to fall back on their reserved rights, will do well to consider that many cases of truancy have been detected, and many more prevented, and that, as human nature is weak, their own children may yield to temptation when they least expect it.

Free Text-books.—The city of Bath, Me., was the first one in New England to furnish free text-books to all the children in the Public Schools. But the plan has been adopted for several years in some of the largest cities of the Middle and Western States. The superintendent writes :—"The people of Bath like the plan better and better. I think it would be difficult to get even a moderate minority in favor of abolishing it. The actual cost of books in the several grades of schools is less than one dollar per annum for each pupil, including books for our High School scholars and many reference books for the teachers' tables. The plan has been in use for five years."

Superintendent Tash, who introduced the system in 1871, reports, that "Some of the advantages resulting from the supply of free text-books are found to be these :—

"Books are ready at the proper time.—Previously much time had been lost to scholars and much inconvenience felt by teachers, especially at the beginning of the year, by delays in procuring the proper books. Parents having large families dependent on their daily industry, often find their slender incomes taxed to the utmost in supplying their children with the requisite text-books for school. And this is felt the more keenly when, by a change of residence, their last supply, used in some other place, though in good condition, has to be thrown aside as useless, not being the ones suited to our schools. Such children have often been kept weeks without the requisite books, if not kept from school altogether.

"No odious distinctions are made in the Public Schools.—Formerly books, etc., were furnished to the needy, and a city label in a book was a mark of pauperism ; now, all being supplied alike, it is a mark of sovereignty. It is as honorable now to bear home from school a book with a city label in it, as it is to bring a book from a free city library.

"Books furnished by the city are much more carefully kept than when owned

by children.—It might at first be supposed that this would not be so, but it is uniformly found to be true, there being four parties interested in the preservation of these books,—school officers, teachers, parents, and children. Small books used in the lower grades by young children will wear out and need replacing, but the larger and more valuable books in higher classes will be used in successive classes for a series of years.

“The free supply of books increases school time.—It increases by quite a per cent. the number of pupils entering school, and the length of time on the average that they remain there. Children, not having to wait for books, enter school more promptly in all the grades; and they remain longer, especially in the High School, where premature withdrawal from school has been largely due to the inability to meet the expense of the costlier text-books. How much school time is gained in all these directions, together with the prompt beginning of study and recitations on entering, cannot be precisely estimated, but certainly, as all our teachers say, a large portion.

“Text-books are of much less expense to the city than to citizens.—Citizens pay, on the average, at least the retail prices for books; the city procures them at forty per cent. less,—a dollar book for sixty cents; on stationery and on books for first introduction, a much greater saving is made. Again, when owned by the city, books are used in the class-rooms by successive classes until, like other tools, they become too much worn for use; when owned by individuals, school-books, owing to promotions, removals and changes, are usually thrown aside before half worn out. Books cost the city less than one-quarter the expense to citizens; for a series of years not over one dollar per scholar annually for those in actual attendance in all the grades.”

Woburn, Newton and Fall River have adopted this policy, and many other places in this State now have it under consideration. Experience seems to prove that this plan is the cheapest for the inhabitants of any city. It is true that the burden is mainly borne by those most able to bear it. This is the case with all our municipal expenses. And the fact that the majority of our citizens would meet a comparatively small annual expense as a tax, instead of a considerable bill expressly incurred for school-books, will tell rather in favor of the policy of free text-books than against it.

Superintendent of Schools.—JOHN W. ALLARD.

IPSWICH.

Children on the play-ground will learn in a very short time the intricacies of a game,—where to stand, when to run, what to say, how to count, and what are the laws and ethics of the game,—the whole requiring more intellectual effort than to learn two alphabets. Now, why is this? The reason is, that for the one there is desire; curiosity is awakened and an interest excited; while against the other there is repugnance. Perhaps the best way of inspiring a young child with a

desire of learning to read, is to read to him, at proper intervals, some interesting story, perfectly intelligible, yet as full of suggestions as of communication. Care should be taken, however, to leave off before the ardor of curiosity cools. A keen desire of learning is better than all external opportunities, because it will find or make opportunities, and then improve them.

“The thirst that from the soul doth rise,
Demands a drink divine.”

During the first two years of a child's life, he perceives, thinks and acquires something of a store of ideas without any reference to words or letters; after this, a wonderful faculty of language begins to develop itself. Oral instruction is another useful and successful way to excite an interest and create a desire for knowledge. Wise teachers have always used it to a greater or less extent; and although our teachers have no Training School easily accessible, yet a teacher of earnest purpose might soon become proficient and expert in giving instruction in this way. One short daily exercise of ten or fifteen minutes, given by a teacher whose mind is well stored with useful information, would be of great benefit to the pupils. The topics brought up might, and should, take a great range, but they should be of a practical character, useful, interesting, and adapted to the capacity of the scholar; subjects prompted by the incidents and circumstances of daily occurrence, whether relating to manners, morals, or some branch of natural history or science; they should also be suggestive, so as to awaken an interest in study. It would also be a great benefit to the teacher, “for he that watereth shall be watered also himself.”

School Committee.—AARON COGSWELL, CHAS. A. SAYWARD, JOHN R. BAKER, WESLEY K. BELL, THOMAS MORONG.

LAWRENCE.

The city of Lawrence has passed the following ordinance:—

Be it ordained by the City Council of the city of Lawrence, as follows:

SECT. 1. There shall be and hereby is established in the city of Lawrence, an Industrial School for the reception, instruction, employment and reformation of juvenile offenders, under authority of chapter 294 of the acts of the legislature for the year eighteen hundred and seventy, and for the purposes set forth in said act.

SECT. 2. The management of said Industrial School shall be vested in a board of directors to consist of five persons, residents of Lawrence, who shall be elected by the City Council in joint convention, by ballot; at the first election of said directors, which shall be as soon as may be convenient after the passage of this ordinance, one director shall be chosen for the term of five years, one for four years, one for three years, one for two

years, and one for one year; said terms to date, for the purposes of expiration, from the first day of October, A. D. 1873; after said first election one director shall be chosen annually in the month of September, to hold for the term of five years. In case of vacancy by death, resignation or otherwise, an election shall be had for the unexpired term.

SECT. 3. Said directors shall exercise the powers and perform the duties prescribed in the aforesaid act of the legislature; they shall have the general care and control of said school and of the expenditure of all moneys appropriated therefor, and the custody of all property belonging thereto; they may make such needful rules and regulations for the government of said school as they shall deem expedient, and appoint a Superintendent or Manager, and such other subordinate officers as they determine necessary for the efficient administration of the affairs of the school, define their duties and fix their compensation: *provided*, the total expenditure shall not exceed the sums appropriated from time to time for the purposes of the school.

SECT. 4. Said directors are hereby authorized to take possession of, and occupy and improve for the use of said school, the building now standing on the south-easterly corner of the almshouse farm, near the Merrimack River, together with such land under and adjacent thereto, belonging to the city of Lawrence, as they think necessary, not to exceed five acres, and said building and land are hereby appropriated and set apart for the uses of said school.

SECT. 5. Said directors shall annually, in the month of September, make report to the City Council, giving an account of all the receipts and expenditures, and such other information and recommendations as they judge proper.

SECT. 6. No member of the board of directors shall receive any compensation for his services as such director.—[*Passed October 20, 1873.*]

The exercise of due care in carrying out what is now the law upon this subject, it is to be hoped, will cause school reports in relation to truancy to be more cheerful than they have been for many years.

The progress of the whole world in all that pertains to the arts of common life, and to those sciences which promote the highest attainments in knowledge,—the broadest, most liberal, and at the same time most useful culture,—makes it necessary for those countries that have hitherto taken the lead either to quicken their pace or fall behind. It is not enough that teachers in our Public Schools are qualified to do to-day all that was required of teachers yesterday. It is now admitted that that knowledge is highest and most valuable, that culture broadest and most liberal, which best prepares children, not simply to take the places occupied by their parents, but to so perform the part before them that their life shall be on a plane inclined upwards, and not either upon a level plane, or upon one inclined downwards; and that the spending of months or years of the most intensely active period in the formation of character upon the spelling of words that hardly

deserve a place in dictionaries, upon arithmetical drudgery, or puzzles upon the intricate and almost nonsensical terms of what is called grammatical analysis, or in following the courses of the smallest and crookedest rivulets in the remotest quarters of the globe, or in committing to memory the dates of the birth and death of comparatively insignificant men, is not, to-day, the best method of preparing for a useful, and therefore a noble life. The recent discoveries and new departures in science are too numerous, the tendency of cultivated thought is too earnestly and heroically practical, to admit of any great waste of time or effort.

Superintendent of Schools.—G. E. HOOD.

LYNN.

The committee are most happy to report the unusual prosperity of the Evening Mechanical Drawing School. In numbers, in the material of the classes, and in success, there is a great improvement over previous years. The school now numbers one hundred and fifteen members. A valuable set of models, and various copies for architectural, mechanical and anatomical drawings, have been recently purchased. With so large a school, and one furnished with all needful appliances, and under the charge of teachers so competent, alike by talent and experience, the committee are sanguine of great and beneficial results, and they congratulate their fellow-citizens upon the success of so important an auxiliary to the highest interests of our city.

For the Committee—JOHN BATCHELDER, *Chairman.*

MARBLEHEAD.

Ventilation.—Every year brings us new knowledge touching the waste of human life and power resulting from improperly ventilated school-rooms. And the crowded condition of our schools more than ever brings us face to face with this terrible fact. Who can wonder that young children, whose very life and growth depend on an adequate supply of pure air, find the school-room, where all should be bright and buoyant, the very centre of stagnation and weariness? Who wonders that the teachers have headaches and almost chronic colds, and that their energies are sapped at the very fountain of life, in blood weakened by continuous breathing of a poisoned atmosphere? The remedy exists; shall it be adopted? The opinion of a competent mechanic places the cost of so changing our school-rooms as to secure a purer atmosphere at one thousand dollars, and many a town of

smaller dimensions than ours has, by liberally constructed school-houses, secured this element of life and health for their children, and so given them a power of which our own children are almost entirely deprived. The wonder is that so few die and that so many advance under such fearful odds. But the seeds of decay and death here sown must sometime and somewhere bear their legitimate harvest, though it be gathered in future years and under other suns than ours.

Text-books.—The committee have, after due consideration of the matter, decided that the town ought to own all the books used in the Public Schools. At first expense would be somewhat large, but in the long run it would be vastly cheaper and better. The children of the rich and poor are here on a common level, and merit in deportment and study is all that makes any distinction. The single feature of difference now is that some children are obliged to go to the committee for their books while others are furnished by their parents, thus making an element of pauperism at the very outset of life, that bears severely on the sensitive nature of many a boy and girl, and one, too, that is often felt with much force on the independent nature of many a poor mother and father. The schools once adequately supplied would afford to all alike the equal privilege now already provided in every other respect. The money of the town now supplies instruction, furniture, shelter and warmth to all; why not extend the equality, that no suggestion of difference in the bounty of the town be made to any child attending our schools? We regard this as a very important and a very humane and democratic step, and one that, upon reflection, we believe will commend itself to the heads and hearts of our entire community.

Sewing.—This branch of instruction has been continued in the Gerry Grammar School, partly under Miss Candler's supervision, and in her absence by the teachers, one afternoon in each week, and with most satisfactory results. We are convinced that the time devoted to this exercise is wisely and profitably spent, and that in all our schools where girls are taught, one afternoon in each week should hereafter be devoted to proper instruction in needle-work and in cutting and fitting garments. Many young women in these progressive times come to the age of maturity without the knowledge required to make a shirt or knit a stocking, and enter upon the responsibilities of life almost as helpless in this regard as if they were born without hands. It is easy to say that "they should be taught at home," but how, when so many of the mothers now-a-days have not been instructed? The wisdom of olden time, when even the boys were taught to use the needle in school, will prove the wisdom of to-day, at least for our girls, if proper attention is hereafter given to instruction in this accomplishment, the

need of which is essential and always will be in every well managed home.

School Committee.—WM. B. BROWN, WILLIAM H. COATES, JAMES H. H. GREGORY, JOHN W. LEEK, JAMES B. BATCHELLER, THOMAS FOSS, NATHAN P. SANBORN, WILLIAM GILLEY, Jr., CHARLES H. LITCHMAN.

MIDDLETON.

We often hear pity expressed for a parent who finds it difficult to control a wayward child, even if that parent has the care of but two and three, and knows well their varied temperaments. Sympathy for a teacher is not so common. No matter how many constitute her charge, nor how indifferent they may be in their studies, or regardless of behavior in school, or disobedient at home, a teacher seems expected to right all deficiencies in the school-room, and in such a manner as to give satisfaction to every child, parent, and the public generally, upon all subjects, and under whatever circumstances.

It is no wonder that in some of our schools there are many large scholars unequal in scholarship to those younger, when we consider that as soon as they are old enough to understand the value of instruction, they are taken from school to be put to work, and sent back when no outside employment can be found for them. The result of such a course is, that these scholars, being out of school two or three times as long as they are in it, forget what they knew when they left some previous term, grow discouraged, and failing to apply themselves closely to their labors, make little improvement.

Would that parents might consider what an irreparable wrong they are doing their children, when they keep them from school. Every child is entitled to his share of school appropriations, and if deprived of them, suffers a loss that can never be restored. No one has a right to take from him privileges that affect his well-being and success in life. Give your child an education, and you more than double his value, wherever he is placed.

School Committee.—MARTHA J. AVERILL, A. P. NOYES, MARTIN J. CHENEY.

NEWBURYPORT.

The two important things to be taught in the elementary school are "to obey" and "to think." These are the beginning and end of all child instruction. The foundation of our liberty depends on the ability of the people to govern themselves, on their correct perception of the difference between liberty and license. How shall the school, in the few years that it holds many children, give them such training as shall make them not afraid of authority as in the old countries, but re-

specters of law, obedient to the law, not because it is strong, but because it is right? This is an important question in these times, when parental discipline is so lax, especially as the school is the reflection of the family. It is a trite saying that the child should be taught to govern itself, but like many other wise sayings, this is much easier in theory than in practice. The child can, however, be taught the difference between right and wrong; that disorder is wrong, not because it annoys the teacher, but because it interferes with the rights of others; that he has no more right to steal another child's opportunities for instruction than he has to appropriate his knife or his top. He can be taught conscience, self-respect and neatness in appearance. He had better be deficient in spelling than in truthfulness; in arithmetic than in honor; in geography than in self-respect.

The Industrial Drawing School.—The class last season was smaller than previous classes, and the attendance was irregular on the part of many of the pupils. The work done by those who were regular in attendance was very creditable, and the exhibition of drawings at the library building on the part of the Industrial class was not to be ashamed of.

It is gratifying to see that this study, which has heretofore been considered only an accomplishment, is being appreciated, and that it will in time be considered almost as important as writing.

The person who can, when occasion requires, take the pencil and make a drawing of what he wishes to describe, whether it be a building, landscape, garden, an article of furniture or clothing, is in possession of an art which is highly useful. The art is now taught to a limited extent in all our schools—and the evening class is required by statute for those who wish to perfect themselves therein, and qualify themselves to make practical application of their knowledge.

School Committee.—S. J. SPAULDING, *Chairman*; ISAAC P. NOYES, *Secretary*; MOSES PETTINGELL, Jr., *Agent*; RICHARD PLUMER, GEORGE D. JOHNSON, W. H. NOYES, JOSEPH MAY, PHILLIP K. HILLS, E. P. CUMMINGS, AMOS NOYES, WILLIAM H. SWASEY, PAUL A. MERRILL.

SALEM.

Graded System.—The chief advantages of the graded system of schools are economy, better supervision, and a nearer approach to individual instruction. It is evident that so many pupils as are now taught in a graded school by one teacher, could not be taught with any tolerable success, were they of all ages and conditions of advancement. More teachers and more school-rooms would be needed under such an arrangement, to give pupils even half the personal attention which they now receive. Under the graded system, it is possible to

supervise more perfectly, to detect inefficiency and prevent undue forcing, to apportion tasks and regulate them according to the years and strength of pupils. One school is brought into comparison with another, and the rivalry necessarily is, not as to which shall accomplish the more, but which shall do it the better. Further, those who have worked in both kinds of schools will appreciate the force of the statement, that a nearer approach to individual instruction is possible in a graded school. The mixed school embraces all ages and requirements; if it consist of forty pupils, it will probably have some twenty classes of all kinds. The mere matter of conducting recitations will absorb nearly the entire school hours, and the teacher will have little time to attend to pupils individually. The plan of the graded system is to put together in one class pupils of equal or similar attainments; and, as they have the same hours to devote, and are in fact not widely diverse in ability, they will proceed to the study of the same branches and topics.

Generally speaking, principles and explanations, rationally and logically presented, will be apprehended by the entire class. It is in the lesser number of instances that individual instruction is needed. Then, the teacher, conversant with the different minds he has to deal with, knows where to expect slowness or error of apprehension, and by a few well-directed questions, ascertains how clearly the principle is understood.

The graded school affords scope for class criticism, which I believe to be an essential instrumentality in teaching.

An argument sometimes adduced in favor of mixed schools is, that while the older scholars recite, the younger ones incidentally learn many things from them. This is true. These stray bits of knowledge are often valuable acquisitions; but then, they may sometimes be misapprehended, and be worse than no knowledge. Moreover, if one desires to master a subject, does he study at random, or is there an acknowledged order of study, which is more natural and direct? The mind of the pupil cannot be occupied at the same time both upon his own studies and upon those of other classes. If he gives attention to other lessons, he is habituating his mind to wander from its purpose.

Naumkeag School.—The Naumkeag School, established primarily for the mill children, and secondarily for such others as cannot attend the graded Public Schools, is too well known to you to need commendation of mine. But I cannot omit to express my gratification at the enthusiastic character of the teaching and the happy, natural management of the school. The school demands particular talents of the teacher; among them the ability to speak French. Miss Dunn is fully equal to the demands of her position. The statistics of the school for the year past are:—

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|---|------|
| Whole number enrolled during the year,—Boys, 170 ; Girls, 118,— | 288 |
| Number coming from the mills,—Boys, 113 ; Girls, 80,— | 193 |
| Average number belonging for each half day,—Boys, 29 ; Girls, 14,— | 43 |
| Average number attending for each half day,—Boys, 26 ; Girls, 13,— | 39 |
| Per cent. of average attendance,—Boys, 89.6 ; Girls, 92.8,— | 91.2 |
| Average number of mill children belonging each half day,—Boys, 18 ; Girls, 12,— | 30 |
| Average of mill children attending each half day,—Boys, 17 ; Girls, 11,— | 28 |
| Per cent. average attendance of mill children,—Boys, 94 ; Girls, 91.6,— | 92.8 |
| Number of weeks of school, 52 ; number of sessions, | 512 |
| School has been dismissed but once, besides on the four regular holidays. | |

In examining this table, one must keep in mind the facts, that the statistics of attendance are for each half day ; that one class of mill children attend in the forenoon, and another in the afternoon ; that, every six months, these two classes give place to two others similarly arranged. The number 43 should be multiplied by 4, and 172 should be compared with 288, to show the changing character of the whole school element. Compare 4 times 30, or 120, with 193, and note how much more constant the membership of the mill element is. While the pupils belong to the school their attendance is good, as shown by the per cent. of attendance. The membership from outside the mill is composed mostly of children from the streets, who, hearing good reports of the school, present themselves for admission ; and the good they get is worth staying for, and it is well to countenance their attendance, when possible. I know no manufacturing cities or towns, where the directors of manufacturing establishments are so ready to meet the requirements of the law, and voluntarily concern themselves so much in sending operatives to school, for the prescribed term. It is believed by these gentlemen that they not only confer a benefit, in this way, upon the children, but that they also obtain for themselves a better quality of labor, better industry and skill.

By returns made to me, I learn that 63 of the 76 teachers are subscribers to the "Massachusetts Teacher," our state journal of education. It is a magazine which every teacher ought to read and help sustain, creditable to those who conduct it, and valuable, as it must be, to every teacher who reads it.

Among our teachers we have 32 Normal graduates. It is doubtless possible for the teachers to qualify themselves as well by self-education as by education in special schools ; and there are teachers who never entered a Normal School as pupils, who might be supposed to have received training in the best professional schools of the day. But the

readiest and most exact means of preparation for any profession is through special schools, or technical instruction and practice. One would not presume to go into the chemical laboratory, without previous instruction or the presence of a master; nor to attempt to learn the best methods of manipulation and the cautions necessary to success or to personal safety, by independent, original experiment. Why should one enter upon the delicate and important elaborating of mind, without due preparation?

If we wish to employ in our schools only the best talent and skill that can be found, the course that would seem to prepare acceptable candidates is this: the Common School course, the High School course, the College course, for the young men at least; then, the Normal course, entirely or partially, but so as to study the philosophy of education and the theory of teaching, and meanwhile to put in practice in our schools, under the eye of a superior teacher and of the committee or superintendent, the principles already learned.

Superintendent of Schools.—AUGUSTUS D. SMALL.

SAUGUS.

We should encourage self-help. Every step in this direction tends to the building up of a noble, self-poised, and manly character; and the teacher who, through a mistaken kindness, aids a child where there is reasonable probability of its being able to help itself, does that child an injury. The experienced teacher, knowing well the ground and the capacity of her pupils, will not be likely to make this mistake; neither will she be likely to mistake the quantity or quality of the help required, and she will render just the right help at the right time, and with such nice discernment, tact and skill as to assist, and not interrupt the process,—always careful not to take the work entirely into her own hands, but to allow the struggle to remain that of the pupil; for he should enjoy the triumph, and is thus encouraged to try and take the next step. By so doing, the ability to do, is rapidly and surely increased. The great secret in teaching is to excite the self-activity and encourage the self-help of the scholar, so as to make him think about the subject for himself. The teacher who has learned this art of thus exciting the attention of the scholar, is laying a sure foundation for success in her calling.

The introduction of drawing was evidently a step in the right direction; and we attribute the growing interest, as evinced by the unusually large increase of percentage of attendance in our schools during the past year, to be due, in no small degree, to the introduction of this comparatively new and useful branch of learning. The interest seems to deepen, and signs of encouragement are springing up in new and unexpected quarters; so much so, that we feel justified in recom-

mending a small appropriation for the purpose of better instructing our teachers, so that they, in turn, may be prepared to instruct their pupils, and thus able to meet the evidently growing demand for more accomplished instruction in this practical art. In justification of the teachers themselves, it should be observed that they were not employed in view of their proficiency in the art of teaching drawing.

School Committee.—AUG. B. DAVIS, B. F. CALLEY, C. H. SWEETSER.

SWAMPSCOTT.

The teachers need the coöperation which comes from an appreciative public sentiment. The opinion is too prevalent among those who never visit the schools, that five or six hours a day in the school-room, with all the rest of the day for relaxation or amusement, must insure to the teacher a delightfully easy mode of life. They little know the thousand perplexing cares and anxieties which help make up the teacher's daily experience; they little know the forbearance, patience, tact and skill required to manage from forty to sixty children, of different ages and dispositions, to say nothing of efforts to instruct them; they little think how much of the teacher's work is necessarily done outside the school-room. The truth is, the teacher's work is laborious, severely taxing the energies of mind and body. In these days of progress, the very best results are demanded of the teacher, and it requires constant effort in the way of preparation, in studying new methods and devising new plans, to keep up with the requirements of the times. To be a successful teacher now, both the physical and mental powers must contribute their utmost towards the attainment of the wished for results. It should also be borne in mind that our dearest interests are committed to the teacher's hands, for the future prosperity of a community depends, in a great measure, upon the condition of its Public Schools. Let the teacher, then, be recognized as a laborious, faithful and deserving public servant and benefactor; and let this sentiment find adequate expression, both in words of encouraging appreciation, and in the cheerful award of a liberal compensation.

School Committee.—LUCIAN DRURY, WM. B. CHASE.

WENHAM.

We cannot but think there are some parents who do not perform their whole duty in this respect. They should not only advise and recommend their children to attend school regularly; they should insist upon it, and above all not detain them at home for any trivial reason, or to perform any trifling service. The right of parents to control their own children is admitted by all, but that right has certain limitations. The child has rights, and society has rights. The child has a

right to such training as shall fit him for enjoyment and usefulness in a civilized community, and as ignorance is dangerous to our free institutions, society has also the right to demand that every child shall be so educated as to be better able to bear the burdens and responsibilities which will certainly come upon him in the future. Some one has well said that "the only legitimate causes which can morally excuse parents from sending their children regularly to school, are sickness and domestic affliction."

School Committee.—N. P. PERKINS, HENRY PATCH, JOHN GENTLEE.

FRANKLIN COUNTY.

CHARLEMONT.

Parents are doing a great wrong when they keep their children from school simply for their personal services, or their children's whims. When children are kept from school from one-fourth to nine-tenths of the time, the school can be of little or no value to them. Children that fall behind their classes lose their self-respect, and thus parents are inflicting an irreparable wrong, which will follow their children as long as they live.

A child that is always present at the opening of the school, never absent or tardy, is acquiring a habit of punctuality that will be of advantage to him through life. The absentees are a dead weight upon the school, retarding others, or else they must be made of no account; here the law steps in and says children between such ages *shall* attend school for a certain length of time. Let the town enforce it.

Chairman.—A. R. WHITE.

CONWAY.

Still a great many teachers and a great many communities linger yet far in the rear of this great movement of the age, with a fatal conservatism trudge on in venerable ruts, deaf to the voice of a true philosophy and the cries of outraged nature. We find nature's methods of furnishing and bringing on the juvenile mind systematically counteracted by artificial and arbitrary ones, ending in partial if not total failure, and perhaps in a settled dislike for study. Now and then a teacher, perhaps a town, comes out into the fresh morning and inspiration of the new ideas, and then the child-mind responds with wonder-

ing enthusiasm and beaming eye, and finds that toil sweet which brings such rich and present reward. But most, having but the mistiest notion of the business on hand, of the material they are dealing with, and how to call into happy exercise its wondrous powers, painfully lead their flocks through dry and dreary ways where there is scarcely a flower or grass-blade, and grammar, geography, history, arithmetic and the rest are branches that bear no fruit, or such as we sometimes see by the roadside, to which all are welcome, but which, in its intrinsic poorness, is unenviably safe.

School Committee.—A. J. CHAPLIN, T. D. VINING, H. W. BILLINGS.

GREENFIELD.

And here we would say, that the educational effect of pleasant rooms and nice conveniences is an important ally in the fight that has constantly to be maintained with tendencies to disorder, lawlessness and even barbarism, inherent seemingly in boy nature; or at least always present in some of the boys growing up under the conditions they must in a village as large as ours. Even when pupils, as too many do, leave school before they have advanced much, if at all, beyond the primary and intermediate grades, they have already, and at a tender age, been brought under influences of great value to them as future citizens. In addition to whatever proficiency they make in elementary studies, the enforced observance of promptitude, order and system; also the acquired habit of acting in concert with companions under authority and discipline, help prepare the child to become a law-abiding citizen.

Public Schools, with all their defects, rank next to churches, and, in the case of those who have nothing to do with churches, probably rank foremost among agencies that preserve communities from lawlessness and anarchy. It is a significant fact that one-third of the criminals in our prisons can neither read nor write, and that a majority of the rest know little beyond that, while but one in a thousand are persons of superior education. The expenditure constantly required for school buildings and instruction is heavy. But every intelligent person sees that these ounces of prevention in early life obviate the necessity for pounds of repression and remedy in later years.

School Committee.—A. G. LOOMIS, J. F. MOORS, W. S. KIMBALL.

MONTAGUE.

Not but that every parent has a right to control his own children, but this right must be subject to the good of the public and society. Every child has a right also; and this is, that he shall have such a

course of education as shall fit him for usefulness in an enlightened community ; and the right of the parent is never advanced more than when it brings the child to enjoy those privileges and means of improvement which the towns of this State so liberally furnish.

Society also demands that these rights of the children should not be encroached upon, so that in future they may not go out into the battle of life to become inmates of our jails and almshouses, but that rather they may take the position which this inalienable right gives them,—that of fitting themselves now for the great future ; for upon their shoulders in coming time are the burdens of political and social responsibilities to rest. Therefore would we urge upon all parents that the only lawful cause which can morally excuse them from sending their children to our schools regularly, is sickness or its attendant causes.

School Committee.—C. O. SAWYER, ADDINGTON D. WELCH, F. HUBBARD.

ORANGE.

The harmony and efficiency of a school can be wonderfully promoted by a cordial and mutual interchange of feeling and sentiment. But it not unfrequently happens that parents and teachers do not even have a speaking acquaintance with each other from the beginning of a term to the end thereof. This is not right. Parents should take the initiative in forming an acquaintance with teachers, by timely visits to their schools, or by inviting them to their homes, and thus manifest a courtesy to teachers and an interest in schools. All worthy tutors especially, are entitled to all due consideration, the same as clergymen, for instance. The mission of both is an important one.

School Committee.—O. M. DRURY, H. W. KNIGHTS, RUFUS LIVERMORE.

WARWICK.

As the school-room is the teacher's home, and as teaching is his special work, he naturally wishes his home to be pleasant and his work to be successful. In this work he needs the hearty coöperation and support of all the parents, and of every person of respectability and influence. Shall he have this support? Will parents, and the friends of education, visit the school frequently, take the teacher by the hand, and speak a pleasant and encouraging word both to the teacher and the pupils?

School Committee.—JOHN GOLDSBURY, *Superintendent* ; HERVEY BARBER, E. F. MAYO, GEO. N. RICHARDS, GEO. A. CUSHING, JESSE F. BRIDGE.

HAMPDEN COUNTY.

BRIMFIELD.

In connection with object lessons, the study of language may be taught to the best advantage. As soon as children get definite ideas, they should be taught to express them in complete propositions. The teacher should never allow them to use incorrect expressions without correcting them, and much will be gained by having such corrected expressions written plainly upon the blackboard. Children should be taught to write their thoughts themselves, and it may be done very early; when properly taught, they will do it in a single year, spelling well, using capital letters correctly, and placing the period, comma and question-mark in their proper places. Of course, this can only be done within a limited range, but once commenced, it can be gradually extended as far as desirable. In doing this and other work, teachers will need to exercise care that their precepts and examples agree. In another town, the writer recently heard the teacher ask her reading class the following, among several other like questions: "*Who* have you been reading about?" "What was it that Mary *done* to the lamb?" she, meanwhile, showing by her perfect self-possession entire unconsciousness of any impropriety of speech. To assist teachers in this important work, we have put Swinton's Language Lessons on each teacher's desk. We have reason to fear that some teachers have thus far confined their teaching to the grammar it contains, rather than to applying the little that is needed to teach the good use of language. We shall expect improvement in the future.

While visiting a school not long ago, the teacher told a class to see how many times each could study over the spelling lesson. The work required commenced at once, but it was an exercise of the lips, and not of the perception. When the class was called, a row of jubilant faces appeared, and it was announced that the lesson had been studied "eleven," "thirteen," "sixteen," "twenty-one" times, by successive scholars. When the test was applied, it was found that the lesson was not learned, for it had not been *studied* at all. The crest-fallen pupils were reprimanded, and the lesson was assigned for the next day. Teaching *how* to study is an important part of a teacher's work.

Decided improvements have been made in teaching reading to beginners. We hope the old rote method of first teaching the letters

has been abandoned forever. The *word* methods are so well adapted, and may be made so useful and attractive, that the best teachers will not fail to employ them. We hope no teacher will fail to avail herself fully of the suggestions contained in the "Analytic Readers."

Reading should be taught, as one important means of acquiring knowledge; hence our school reading should not be confined to a series of reading books. After all the life and freshness have gone from a book, its use should be abandoned, and something else substituted. "The Nursery," for younger classes, and "The Child's Book of Nature," for those more advanced, are well adapted to interest and instruct the learner.

School Committee.—J. L. WOODS, W. F. TARBELL, H. F. BROWN.

LONGMEADOW.

We believe that great deficiencies are incidental to the supervision of schools in our country towns. In the first place, the school committee are usually selected from citizens who are very fully occupied with their own professional or business engagements,—too busy to give much time or care to inspecting schools. Then, in the composition of the committee, there is no safeguard for the thorough examination of teachers. Quite often it is private. The examiner is, likely enough, a minister. He depends, to a large degree, on the antecedents of the candidate, her known educational advantages, or the report of her past experience. He is apt to be biased by a desire to favor her or some one proposing her, and to sign a certificate based on a risky hope of her success, rather than on the present assurance given by the examination itself. Sometimes, when assured of marked deficiencies, he has not the moral courage to refuse his official approbation.

It also often happens that the examining committee is not duly competent. What Mr. Newton Bateman says, in his report as state superintendent of Illinois, is in point: "It is a solecism in our school system, that while no teacher can be employed or paid in any school of the State, under any circumstances whatever, without due examination and licensure, no conditions or qualifications, of any kind or degree, are required of the man who conducts the examination, and issues, or refuses to issue, the licensure."

We venture the suggestion that there is needed, to perfect our Common School system, a trained and competent board of examiners for each county, who shall meet at convenient times and places, for the thorough and equal examination of candidates for teaching, so that it shall become an object and a stimulus, and, as the standard is ele-

vated, almost a necessity for those expecting to teach, to obtain this testimonial of their fitness.

Taking Children out of School.—A pupil cannot be permitted, at his own option, to take himself out of school. Were this so, we should have recess and vacation the greater part of the time. A good teacher will not and ought not, to favor irregular attendance, however much he may desire to gratify his pupils or their parents. There can be no greater detriment possible than frequent absences, both to the absentee and to his classes, to the teacher and to the whole school. We surely need not argue this point; the least thoughtful reflection upon it will suffice to convince any fair mind that greater injustice cannot be inflicted on any child, than to take him out of school on frequent and frivolous pretexts. If he becomes interested in his studies, and begins to form good mental habits, the interruption of a day or two, or even of a half-day every now and then, quenches his interest, disturbs and loosens his good habits, he gets behind his class, he becomes discouraged, begins to dislike school, his ambition wanes, and his education becomes a failure.

School Committee.—JOHN W. HARDING, WILLIAM W. COOMES, J. R. KIBBE, A. I. DUTTON, JOHN C. PORTER, E. K. SELLEW.

LUDLOW.

The skilled workman is what men want, and skilled labor will demand its price, and get it. Nowhere does this fact obtain more largely than in the work of education. The school-house had better be closed than let to a mere dabbler, who will, in most cases, fearfully demoralize the schools. It is high time the idea was exploded that any one almost can teach our schools, especially if the school is backward, and made up mostly of small children. Quite too prevalent is the idea that one can hardly be so young, or so inexperienced, or know so little, that he or she ought not to be allowed to assume the place of teacher.

Now, if nothing but the merest elements are to be taught, they should be taught accurately and well. All foundations should be well laid. Few things are more important than accuracy and thoroughness in Primary Schools. In every respect, the committee see and feel the need of better qualified teachers,—are working for it, and intend to press the matter to a still higher standard in future. The better disciplined the teacher's mind, the more is she worth, other things being equal. Hence a graduate of one of our best Seminaries or Normal Schools is of superior value to us.

School Committee.—C. L. BUELL, C. L. CUSHMAN, J. O. KENDALL.

MONSON.

There is no fitter symbol of decline, no surer precursor of that social blight which has befallen so many New England neighborhoods, once populous and thriving, than a bleak, broken, weather-worn, cold, comfortless old school-house, "sitting solitary in the wilderness." It may not be the only or the originating cause of social blight, yet it certainly attends it, and is in harmony with it. Though built for noble public uses, yet, just so long as it stands, it tends to underrate and disparage those uses, for it seems to invest all its surroundings with an atmosphere of discouragement. Its aim is to plant the seeds of knowledge in the minds of the young. Its effect is to strew the seeds of the forest over the fields of the worn-out farms, to tinge human dwellings in its vicinity with its own flavor of decay, and to suggest to their inmates, not pleasant thoughts of ancestral homes, but frequent and earnest debates on the topic of emigration.

It is too much, perhaps, to expect that a new school-house will at once serve as a full remedy for the evils of emigration, and other symptoms of social debility; and yet it has, as the physicians say, a good influence as an alternative. It arrests promptly some of the tendencies to social decay; it wakens joy and inspiration in the hearts of the young; it begets new ideas and hopes and impulses in the friends of the young; it stimulates thought as to the value of the treasures of the mind, and gives encouragement to judicious methods and means of mental improvement. Care for the young leads to their culture; from culture comes character, and both culture and character tend to thrift, the grand stimulator to industry and enterprise of all sorts, public and private. Hence good schools conserve all social interests, and on this ground liberal outlays for the improvements of the Public Schools are justified by the principles of the strictest economy.

The school-houses already built, and those hereafter to be erected, will bring benefits to the public, worth many times more than their cost, in the direct and incidental additions thus made to every kind of public and private wealth.

For the Committee.—C. HAMMOND.

SPRINGFIELD.

There has been much complaint, of late, about the overwork of pupils in our Public Schools, and for some of this complaint there are doubtless good reasons; for the ambition of teachers sometimes leads

them to look to the amount, rather than to the character, of the work of their pupils. But I am constrained to believe, also, that much of it is without good foundation, and is more flippant than just. The mind is made for work, and healthy mental work, in moderate measure, does not break down the health of people, in school or elsewhere. But the circumstances under which many of our pupils work doubtless occasion serious consequences to their health. The exciting follies and diversions of social life, in which children are unwisely allowed to engage to excess during their school period,—stimulating food, bad air at home and at school, and sometimes, it must be confessed, the red tape of the school-room,—surely have their part in this work of murdering the innocents. But these influences are not wholly within the control of those who manage the schools, and so long as they continue, the careful teacher must watch the health of the school, and err, if err he must, on the safe side, by assigning too little rather than too much work.

But there is one agency of success in schools that is greater than an approved course of study, or than all other agencies together; and that is the teacher. However valuable good buildings, text-books, and other aids may be, they are only aids, and are secondary to the controlling spirit who manages the school, and directs its instruction and work. "As the teacher, so the school," has passed into a proverb, and the case must be an extraordinary one, the facts of which do not exemplify the truth of that proverb. There certainly can be no question of the wisdom of that policy which would secure for our schools the best teachers, and only the best, who can be obtained. A poor teacher is an expensive one, at any price. Indeed, the only profitable teachers are good ones. The failure on the part of a school to make good progress under a poor teacher, is by no means the greatest loss sustained by that school; for such a teacher is as sure to do positive and irremediable injury to the pupils under his care, as is a bungling and unskilled workman to do harm to the delicate material or intricate mechanism upon which he may be employed. Teachers are engaged in a work of peculiar responsibility and difficulty. They are intrusted with the development and training of the human mind, and for a proper performance of such a task, rare qualifications and much wisdom are needed. Without some knowledge of the philosophy of the mind, and of the principles and methods by which its faculties are best unfolded and strengthened; and without an acquaintance with the best methods of teaching and school management, and a constant effort to attain to high qualifications and to maintain a professional interest in the work, teachers have not a very reasonable prospect of success in the school-room. We want for teachers men and women who love their work; who can sympathize

with children and youth, and understand their characters and their motives, as well as their actions. Character, as well as scholarship, is to be formed; and for such a work, we need teachers who are not narrow-minded and selfish, but who are large-hearted, genial, and magnetic in their bearing; who will lead, not drive, their pupils, and who will inspire them with a love for school, and for all that is noble and good. There are, in the schools, the vicious to be controlled, the heedless and the wayward to be gently restrained, and the dispirited and sluggish to be encouraged. The teacher, then, must be mild, yet firm; prudent, not rash; capable of being imbued with enthusiasm, without becoming boisterous and blustering. Personal character is more efficient than force, in controlling the young; and those teachers whose daily bearing is an example which children may safely follow, and who can treat their pupils, associates and patrons with that consideration which is due to ladies and gentlemen, are the teachers to whom our parents can safely intrust their children in the schools.

Superintendent of Schools.—A. P. STONE.

WALES.

One party tells us that there were moments, during school hours, when the teacher did not appropriate her whole time and mind to her school; but when we notice that a fraction over four was her average number of scholars, we are inclined to think that school teaching (with scholars in primary lessons) in this district is rather monotonous labor. If the interests of the town demand the continuance of this school, we would not feel justified in passing censure upon a teacher who, while her scholars are pursuing their studies, watches them with one eye, and scans the rustic scenery of that locality with the other.

School Committee.—HERBERT H. HARADON, FRANK A. ROYCE, EDEN D. SHAW.

WESTFIELD.

Truancy.—Staying away from school with the permission and knowledge of the parents is termed absence, while truancy is the absenting of pupils without the consent of those in authority. Truancy, if it be not a crime, certainly leads to crime. Many inmates of our prisons can look back to "playing truant," as the first of the downward steps which have ended in their ruin. Truancy is an outgrowth of absenteeism and tardiness, and so long as parents permit irregular attendance, so long will truancy be fostered and encouraged. If

parents would only coöperate with and assist teachers, instead of taking the part of their children in this regard, the evil, to say the least, would be greatly reduced. We beg parents, for the sake of their children, to look well to this matter, and not place themselves in an attitude of resistance to those whose duty it is to enforce attendance at school. Many parents find it impossible to prevent truancy in their children, and in all cases where persuasion and moral power fail to correct the evil, the full force of the law should be brought to bear. In accordance with an Act passed at the last session of the general court, making it incumbent upon the school committee to choose truant officers, Messrs. Chamberlin, Meadon and Watson were elected for the year. The two last named, by reason of their being on duty but little during the day, have found it impossible to perform many of the duties connected with the office, but Mr. Chamberlin has been very efficient, and brought many runaways back to school. When the boys find Mr. Chamberlin upon their track, they usually take the shortest way to the school-room. In 1862, the town passed some truant by-laws, but as they fail to meet the present necessities, we would recommend that new ones be adopted.

Superintendent of Schools.—Our school system has come to be one of the greatest interests of the town. The amount of property invested in school buildings and furniture, the number of school teachers and pupils constitute a large system, which ought to have the individual attention of one man to keep it in successful operation. The Boston and Albany Railroad, the Springfield Armory, or any other large system of works, does not need a constant supervision more than our schools require superintendence. Much might be said of the advantages which would accrue from the labors of a man qualified to act in such capacity.

Perhaps the strongest argument in favor of a superintendent, is that the schools in towns and cities which have such an officer are far superior to those in places which have none. We hope, therefore, that the town will at no distant day appoint a competent person to have the more immediate supervision of our schools.

School Committee.—M. M. LLOYD, J. H. WATERMAN, J. G. SCOTT, HENRY FULLER, ANDREW L. BUSH, WILLIAM TODD.

WILBRAHAM.

Absence from Examinations.—One matter should not pass without special notice in this report. We refer to the practice, on the part of parents, of requiring or permitting their children to absent themselves on the last day of the term, no matter how regular may have been

their attendance during the term, nor with what success they may have pursued their various studies. This has been carried to such an extent, in some instances, as to reduce the school at its examination to nearly one-half of its average size. This is very embarrassing to the teacher, after spending her time, energy and strength on the mental culture of her pupils; sorrowing over their failures; spending sleepless hours at night devising ways and means to incite them to new toils and better achievements; rejoicing over their successes, stimulating their every endeavor with the whole ardor of her being, and finally succeeding beyond what she had ever dared to hope; and if a large or even a small number is taken from the school on the closing day, it deteriorates her examination, affects her standing as a teacher, and gives the impression, whether right or wrong, that there is dissatisfaction with the teacher on the part of the families with which these absent scholars are connected. We appeal to parents, for with them rests the responsibility, in the hope that a growing evil in our schools, which cannot fail to work great detriment in the end, may be immediately checked; for not the teacher alone is affected injuriously, but more seriously the child who is thus allowed to shirk an unpleasant duty, the effect of which is to make him timid, wanting in self-reliance, while it cultivates a habit of leaving unfinished whatever may chance to be in the least repulsive and unwelcome.

On Parents visiting Schools.—Parents have often been reminded of the advantage there is in frequent visits, on their part, to the schools. It has not always been considered how much this has to do with the proper culture of the young. It is a real help in their education. It cultivates confidence. It tends to punctuality and studiousness. It induces good conduct. Where schools are frequently visited by parents and friends, the children feel under a certain wholesome restraint, while at the same time they learn to throw off that painful bashfulness which is such a drawback in later life, if not early overcome. Moreover, in the presence of others besides teacher and companions, they come to acquire an ease and freedom of expression and manners, which are so much more to be desired than the awkwardness and boorishness which are no part of a good education. If parents would have their children thoroughly educated, let them make the sacrifice of spending an occasional hour in the school-room; not officiously, but with the interest of a wise parent and a good citizen.

Children leave our Common Schools too Young.—One of the material drawbacks of our schools is the restless ambition to enter, at a very early age, the higher institutions of learning. There prevails, to no small extent, we fear, the conviction that the Common Schools are of little value, and that the deficiency will be made up by attending schools of a higher grade. There can be no greater mistake than that

which is involved in this course. The foundations of education are laid in very early life. The Primary Schools should be the most thoroughly equipped of all. To let the children of the town go with very little care till they can squeeze into the Academy, is suicidal to the mind. It pushes forward a class that is deficient in the rudiments of knowledge, and compels the young to enter on branches of study of which they know scarcely anything of the principles. It is like placing the pupil upon the problems of the higher mathematics, who has never mastered the simplest rules. If our Academies and select schools would demand a certain preparation, based on a thorough examination, for entrance into their classes, such as is required in the town High Schools of the State, we should see a great gain on the part of our Common Schools. There would thus be a benefit to both the higher and the lower.

School Committee.—GEO. T. BALLARD, MARTIN S. HOWARD, J. M. FOSTER.

HAMPSHIRE COUNTY.

AMHERST.

It is a maxim long ago accepted as a truth, that if you would do anything well, you must come to it from a higher ground. Just information enough in the branches taught in our Primary Schools to teach them respectably, is not enough. The teacher should possess an accurate knowledge of all the branches, in their more advanced stages. She should have a thorough acquaintance with arithmetic, in its elementary forms, should be able to give the true reason for each step in the child's progress in this science, and the principle on which each rule is founded. She should have a thorough knowledge of English grammar, so as not to make mistakes herself, nor teach ungrammatical language to her pupils. She should be a lady of real refinement, herself the very impersonation before her pupils of every excellence and grace. She teaches her pupils, and makes lasting impressions upon them, in her very dress and carriage and tones of voice. If she is slatternly in her attire, ungainly in her attitudes and uncouth in her manners, and coarse and rough in her tones of voice, her blighting influence will be most sadly felt in the children under her charge. If she has not genuine politeness and really good breeding, herself, how can she expect these desirable traits in her scholars?

Good, successful teaching, in its largest sense, demands dignity and character in the teacher. The importance of these qualifications was well understood and thoroughly appreciated, even by the ancient Greeks and Romans. More than eighteen centuries ago, the distinguished Quintilian, in his *Institutes of Oratory*, speaking of those who have the charge of young children, said: "Before all things, let the talk of the child's nurses not be ungrammatical. It is this that the child will hear first. It is their words that he will try to form by imitation. We are by nature most tenacious of what we have imbibed in our infant years. Let the child not be accustomed, then, even while he is yet an infant, to phraseology which must be unlearned."

Says Plutarch, of the training of children: "For childhood is a tender thing, and easily wrought into any shape. Yea, and the very souls of children readily receive the impressions of those things that are dropped into them while they are yet soft; but when they grow older, they will, as all hard things are, be more difficult to be wrought upon. And as soft wax is apt to take the stamp of the seal, so are the minds of children to receive the instructions impressed on them at that age. Nor are we to omit taking due care, in the first place, that those children who are appointed to attend upon such nurslings, and to be bred with them for playfellows, be well-mannered; and next, that they speak plain, natural Greek, lest, being constantly used to converse with persons of a barbarous language and evil manners, they receive corrupt tinctures from them. For it is a true proverb, that 'if you live with a lame man, you will learn to halt.'"

It is not difficult for any one who has the remotest conception of the vast importance of correct instruction at the outset of the child's education, to see the wisdom expressed in the above quoted sayings of these wise men.

School Committee.—W. D. HERRICK, I. F. CONKEY, E. HITCHCOCK.

CUMMINGTON.

Grammar.—It is well understood that English grammar is regarded with aversion by a large portion of our scholars, and that teachers are seldom satisfied with the result of their labors in this department. While we admit that the study of grammar, as a science, requires maturity of intellect, we still believe that the children in our schools may learn to use language correctly. This is the essential thing. How can it be accomplished? In district No. 10, at the examination, the pupils read from blank books, and corrected a large number of incorrect expressions. This is a step in the right direction. We commend

it to other teachers. We recommend, in connection with the ordinary recitations in grammar, the practice of writing daily exercises in blank books, consisting of simple sentences, read by the teacher from any book, and copied by the scholars from hearing only. These exercises should be short, and the teacher should examine them, making corrections and suggestions. Original sentences may also be required without the dreaded name, *Composition*. The object of such writing is apparent. Children will learn to put words together correctly and readily.

They will be easily taught something of spelling, punctuation and the use of capital letters. They will learn how to express their thoughts intelligibly.

Teachers' Institute.—Early in October, a Teachers' Institute was held in this town, under the direction of the State Board of Education. We congratulate the town upon this event. We believe that the trifling cost to us will be repaid fourfold, by its immediate and abiding influence on the cause of education in our midst. Not only the teachers of our own and the neighboring towns, but large numbers of citizens were attracted to its sessions. It was really refreshing to see citizens from remote parts of the town, day after day, listening with eager interest to its various exercises. It was, in truth, a school for the whole community, opening their eyes anew to the importance of education and to the value of modern improvements, while it brought them into warmer sympathy with teachers and whatever pertains to the work of education. We count this rekindling of dormant interest among our citizens as an exceedingly important, if not the most important, result of the Institute. In the minds of many, mistaken notions were corrected and unfounded prejudices removed, and they are thus prepared for more hearty coöperation with committees and teachers in advancing educational interests. To the teachers, it was invaluable. In our seclusion among the hills, it brought to us, in a clear and practical form, the best ideas and methods of the best teachers in the State. Not only this, but those who brought them, brought also with them a personal and contagious enthusiasm, which is the one thing indispensable to successful teaching. The teacher who attended the sessions at the Institute, and went away uninstructed and uninspired by these, should certainly be counted a dead-head, and laid on the shelf at once. But, we are sure, our teachers went away with higher views of the importance of their work, a better understanding of methods for performing it, and entered upon their duties with greatly increased enthusiasm. The good seed sown will give us an abundant harvest.

School Committee.—W. W. MITCHELL, L. C. ROBINSON, CHARLES BABBITT.

EASTHAMPTON.

Perhaps the chief obstacle to complete success is the irregular attendance of the children at school. This is not a new evil, or peculiar to this locality ; it has been lamented and struggled with for years here, and in all countries where they have organized a system of Public Schools. It is found that absence from school necessitates ignorance, and this is demonstrated to be the chief source of pauperism, vice and crime. Carefully prepared statistics show that, though only seven per cent. of the population of the New England States above the age of ten years are unable to read or write, yet from this small minority comes eighty per cent. of our criminals. In other States it is still worse. Well may it be asked, whether every parent or guardian who allows his child of school age to be absent one-half day from school, save from sickness, in any one of the three terms of the year, does not thereby sanction the above startling result.

Prussia makes short work with the evil by making attendance compulsory. However repugnant this may appear to us, with our free institutions, the security and permanence of those institutions may yet compel us to adopt the same course, as the least of two evils.

We notice an increasing interest in the study of drawing in all the grades of the schools. In many cases the natural talent has been so readily developed as to show a remarkable degree of progress in this heretofore neglected but important branch of education. Nearly all the manufacturing and large towns of this Commonwealth, in accordance with the General Statutes, maintain Evening Schools for industrial and mechanical drawing. Until this winter the way has not seemed open for the commencement of such a school here. A large class of twenty-five of our citizens has been formed for this purpose, under a highly competent instructor, and is now pursuing that study. The committee has taken pleasure in aiding such a movement, although the expense has been mostly borne by the scholars themselves. Many more of our citizens desire to pursue this study, should the opportunity be afforded, so valuable, and even almost essential, is it becoming in the industrial pursuits of life ; and it is hoped that the town will feel the importance of regularly maintaining this branch of education, which has been so favorably initiated.

School Committee.—M. L. GAYLORD, W. H. WRIGHT, WM. G. BASSETT, J. H. LYMAN.

GRANBY.

Some of our long-time teachers have been lured elsewhere by largely increased salaries (in some cases nearly double what they

have received here), and we must expect the same causes will produce the same results hereafter. We think it a reversal of former conditions, when Connecticut entices away our best teachers by almost doubling the salary which Massachusetts pays them. Of a number of schools which have been under the charge of inexperienced teachers, we can only say that some have been quite well managed, while others have almost proved failures. Only two courses are open to remedy this condition of things: either to largely increase the amount of money raised for school purposes, or else consolidate more of the schools.

The temper of our tax-payers evidently is not favorable to a large increase of taxation for school purposes, until the plan has been tried of consolidating some of our schools. We are glad the initiative has been taken this year, and we confidently look for satisfactory results without much hardship to individuals.

For the Committee.—S. M. COOK.

GREENWICH.

The reasons for slow and defective growth are many. It is to be attributed to poor teaching and defective modes of education, cramming the mind with mere words and rules without grasping thoughts and principles. For of little value is it to mental growth and advancement in knowledge to commit to memory a rule in arithmetic or grammar, unless there be the power to grasp the principle and apply it any where. The mind, to grow, needs thought; the meat, and not the shell containing it, just as the body for its growth must have substantial nutriment.

School Committee.—E. P. BLODGETT, J. B. ROOT, S. D. CUTLER.

NORTHAMPTON.

Allusion may well be made to a pernicious practice, indulged in by many parents, of providing, at least countenancing, frequent, almost nightly entertainments of some sort, for their children, with which the evenings even of term-time are greatly dissipated and lost, not to say the day also, which is largely taken up in discussing, or at least musing upon, the gay evening before and the next to come. We have no wish to suppress innocent amusement, or to cast a damper upon any reasonable diversion. But we cannot think it reasonable, or in any way desirable, to tax ourselves to such an extent to provide teachers, and so many costly appliances for the training of our children, and then take a course which is more than half subversive of the very ends we aim at. It seems like poor econ-

omy, a prodigious waste of money, filling a barn and setting it on fire. Of taxes or teachers should people complain so much, so long as they persist in ways that are the undoing of what they pay their teachers to do? And I submit if it be not true, or if I exaggerate this evil, especially as affecting our High and Grammar Schools.

And is it indeed true, as it may be alleged, that our children need, or have time, for this round of recreation? Consider that they are in school less than five hours; full half their time is taken up with recitations; two hours is a short space for preparing their lessons. If they spend not a part of every evening in study, they will fail, nine-tenths of them. Some study out of school is a necessity, or our course should be reconstructed and diminished. And, besides, our youth are congregated each day, save Saturday. Is there not change enough in this from home-life; or must they needs run again when evening sets in? Alas! for the sacredness and attractiveness of home; it is gone. But if such scenes are necessary for our youth, why not to those in the College or Seminary? and think what would become of study in these institutions if its effects were so frittered away; and is it not much the same in the High School? Ought not families to ponder this matter, and consider whether term-time should not be regarded with more sacredness, and be more fully devoted to the ends for which the school session is instituted? Let the pastimes for our children come, more especially in vacation, which is toward a third of the year, and not while the term is in progress; as the husbandman will not stop in time of harvest for a banqueting occasion, but waits till it be seasonable. Coöperation, in short, is the word. Will the community, will the family, so unite in effort with all who have our schools in charge, as to make them even much more fruitful than they are?

Superintendent.—HENRY L. EDWARDS.

SOUTHAMPTON.

In years gone by two terms of three months each were deemed sufficient for the year. We believe that money so expended was, in part, wasted; for when children are so long out of school, with their books laid aside, they lose much they have learned, so that a part of the next term must be spent in recovering what has been lost.

We believe that the best interests of the community, as well as the good of our children, demand that they be kept in school thirty-six weeks in the year.

Three years ago the town voted to return to the school district system; but so little interest has been taken in the matter since, that now only one of the seven districts has an organization. And there

is very little reason to expect that the houses, which need repairing so much, will ever be repaired under the present system.

School Committee.—ISAAC PARSONS, EDSON HANNUM.

WARE.

Primary Schools are of primary importance. In them the pupils get their initiation into the mysteries of student life. The desire awakened here for knowledge will very largely influence their future acquirements. It is not true that any one who has a common District School education can successfully teach a Primary School. A love for children is the first requisite. Then a sufficient amount of knowledge and discipline are essential, to lead and develop the infant mind. To know how to study is no small acquirement. The scholar needs to be taught how to do, as well as what to do. The mechanic is very particular to instruct his apprentice how to do his work. He is not content with saying, "Do this," and then leave him to perform it in his own way, but he teaches him how it should be done. Perfection comes by practice. So the student should form correct habits of study from the first.

School Committee.—W. M. AYERS, *Chairman*; C. S. ROBINSON, *Secretary*.

WILLIAMSBURG.

But the best of teachers cannot of themselves make the schools all that we wish them to be; on the part of the scholars there must be a willingness to respond to the efforts that are made in their behalf. Those who are punctual in their attendance, careful of their deportment and ready to give their best thoughts to their studies, will, under almost any circumstances, make good progress; while the best possible system of schools and the most accomplished teachers, will fail to make much of those who will not give the school its proper place in their time and thoughts. Just here much of the real success of the schools is made to depend upon the parents.

If the only interest which they have in education is to have the taxes as light as possible; if, from the beginning to the close of the year, they know nothing of the progress of their children; if they allow them to stay out of school, or to come out whenever they like, and are not ready to coöperate with the teacher in all well-considered efforts in their behalf, they are doing their children great harm, and, at the same time, are doing much to make the schools inefficient and worthless. It should be well understood that the schools cannot rise higher than the public sentiment in the community; and we must, if possible, all the while keep before us the true ideal of a school, and

be unwearied in our efforts to bring up and keep up the public sentiment to that standard.

The education of the children is really the most important matter that comes before the town. Let any town refuse to give the schools a liberal support, and in a single generation the people will sadly deteriorate in intelligence and culture; and the time has gone by when, without a fair amount of intelligence, men can reasonably expect to succeed in any business.

We want good roads and bridges and all the comforts and conveniences of civilized life, and are willing to tax ourselves for them, because they are of service to the men and women who are here to use them; but above all, now and always, we want men and women worthy of the name, and to train up those who are now boys and girls to be such men and women, is the noble work of the Public Schools.

Good schools are provided at the public expense, in which all the children in town may be fitted to act well their part in life, and we feel that it is proper to insist that all should avail themselves of the advantages that are offered. No parent has a right to let his children habitually stay away from school, or grow up in ignorance; and those who have no parents, or refuse to be controlled by their rightful guardians, should be kept in school by those having the proper authority. In our villages there are instances where there is a tendency to truancy; and the committee would suggest that under the statutes, a code of truant laws be adopted, and that officers be appointed who shall have power to remedy this evil.

School Committee.—JAS. P. KIMBALL, A. R. MORSE, E. R. THORNDIKE.

MIDDLESEX COUNTY.

ARLINGTON.

The committee are aware that the cost of the High School has been compared with its results. In one view, not unfrequently entertained, the town bears a heavy expense in maintaining a school to educate a dozen young women to be teachers, or to fit a quarter of a dozen young men for College. Why should this burden be upon the public?

In the first place, a town of the size of this, is required by law to keep a school in which shall be taught all the branches which are now

taught in our High School. Perhaps the only exception is the German language. Now the town might possibly evade indictment by having a smattering of the classical and scientific branches taught in the Grammar Schools, as an individual can travel along the line of criminal liability by sagaciously avoiding the misstep which may expose him to the forces of the law. But the town means to fulfil its public duties imposed by law in the spirit of the law. If it be required to teach in its schools Latin, Greek, French, Natural Science, Moral Science, it will teach them fully and honestly, and without evasion. When, too, the cost of the High School is considered, it must not be forgotten that this school is a part of our Public School system, and that every school is better, and that every pupil is better taught, from the fact of its existence. Therefore the special expenditure for this school must be included in the general cost of schools. The school appropriation has no particular application. It must be distributed unequally, perhaps, among different objects; but it is to promote one great purpose in which all details are combined.

Drawing.—This branch was neglected from necessity, while the schools were scattered after the fire. During the winter its re-introduction has been made. The method of Prof. Walter Smith has been adopted. Provision was made by the employment of a teacher for such preliminary instruction and explanation as were necessary to put the work in motion. Of this instruction the scholars of the High School and the teachers of all the schools had the benefit. The study is now permanently established.

For the Committee.—WILLIAM E. PARMENTER, *Chairman.*

ASHLAND.

New Studies—Drawing and Music.—During the year the committee have successfully introduced one important branch of study, drawing, and have made new efforts in connection with music. In taking these necessary steps, the interests of the scholars no less than the requirements of the law have been consulted. Without wasting money in experiments, we have copied the successful plans of those who have pioneered the way, and the result has been truly gratifying. Already it may be said that good has resulted to the schools, and a broader field of culture opened for improving the minds of our children. One noticeable feature of this reform is, that there has been so little opposition. It now seems to be generally admitted that breadth of culture is what we should seek after. Knowledge should not be confined to a few subjects, but should reach out broadly, so as to embrace all. And here we see an advantage arising from the careful grading of our schools. By this system time is gained. Our children do not learn

less of arithmetic than formerly, but, on the other hand, they are enabled to pursue further the study of mathematics, as well as acquire a knowledge of other sciences which may be of incalculable benefit. And it is a fact that the study of each new branch of learning strengthens the powers of the mind, thus rendering easier the process of acquiring a knowledge of the more primitive studies. We design to make, not poorer mathematicians, but broader scholars: to teach not less of the studies of twenty years ago, but in addition, the studies that interest men to-day. Our schools should offer to their pupils the culture of to-day. One has but to look out of his window to observe that the present manner of living differs from that of twenty or fifty years ago. Behold what architecture is doing. Our villages are beautified with elegant dwellings. The low, red houses of former times have disappeared. Now neighbors vie with each other in the effort to add beauty to the spot where they dwell. A man's house is not a very incorrect index of his spirit. When men were content to live in log huts or unplanned and unpainted dwellings, reading, spelling and arithmetic might have been enough. But now, in consequence of a broader culture, men's minds delight in images of beautiful grounds and of architectural forms. Hence it is easy to be seen why drawing has been introduced into our schools. It is, that the child may learn to represent on paper those objects which are more and more occupying the minds of men. It is, that form, size and proportion may be cultivated, and thus the mind properly developed, so that it may be able to create beautiful objects in architecture, flower-gardening and the like; or, if not to create, at least to appreciate, the works of others who are more gifted. A fitting and beautiful dwelling, with its accessories of trees, fruits, flower-beds, yards, lawns and walks, may now truly be said to be one of the chief objects of desire; and who shall say that these are not worthy objects, toward which the eyes of youth may well be directed? Drawing is introduced into our schools for the purpose of cultivating a love for the beautiful in the outer world, as well as the power of representing beautiful objects on paper or canvas. The two things go together, the love of the beautiful and the power of depicting its variety.

Heretofore a difficulty has arisen in procuring qualified teachers of drawing; but it is believed that Mr. Smith's work is so wisely and clearly arranged that any person who is capable of teaching other branches may successfully direct the learner in this. It is designed to begin with the child when he enters the lowest school, and by devoting from one to two hours a week during his whole course to this branch of learning, to have him well instructed and somewhat practised in the art at the time of graduating from our High School. It will be observed that this new exercise, henceforth made necessary by law, not

only will lead to a valuable acquisition on the part of the scholar, but will from its nature afford a pleasant relief from the fatigue of other more laborious duties.

Superintending School Committee.—JOHN H. MANSFIELD, ELIAS GROUT, GARDNER C. PIERCE, GEORGE T. HIGLEY.

BELMONT.

The principal object for which a teacher is placed in a school, is to assist scholars to acquire knowledge: now, we ask, is it doing justice to those scholars who are trying to learn, for a teacher to take a large proportion of her time and attention in trying to keep in order two or three seemingly incorrigible spirits, who appear to come to school for no other purpose but to make disturbance and trouble the teacher?

Upon one who is faithful, and endeavors to do her duty, it seems hard to impose this additional burden. How often do we hear it said by a teacher, If it were not for two or three scholars, my labors would not seem to be one-half as hard. But what shall we do with them? In some large cities, schools have been established especially adapted for such cases, where they can be taken care of. In small towns this would be impracticable. But we should like to see schools established in different parts of the State, or one in each county, and supported by the State or county, sufficient to accommodate all those who will persist in causing trouble, and disobeying the rules of the school.

School Committee.—DANIEL F. LEARNED, WARREN S. FROST, HENRY RICHARDSON, WINTHROP L. CHENERY, SOLYMUS W. GRANT, WM. W. MEAD.

BILLERICA.

Thirty-six weeks in country places, where as a rule the school is held more hours a day, and where there are fewer external objects to take the attention of the pupils, are not really much less per year than the school term of the larger towns and cities. But however this may be, observation inclines the committee to the opinion, that for towns circumstanced as ours is, three terms, of about twelve weeks each, are not far from what the most practical wisdom would decide upon. The sentiment is becoming very general, and is given expression to in all directions, that the development of the intellectual faculties by mere book-learning, is aimed at too exclusively in the training of the young, and often to the neglect of such a physical development as may be deemed not out of reach. This evil, so much complained of in latter times by thoughtful educators and physicians, cannot be better remedied than by so holding the schools, that for a part of the year the pupils can engage in domestic and out-door employments, such as in a country

town are always in waiting for the boy or girl of the family to take hold of. Nine months of the year given up to school, with the small opportunity of doing much beside study, for the scholar who is ambitious and diligent, and three months given to some light manual labor, with a proper proportion of play, is, we think, a wiser division of time, taking all into account, than a larger proportion of the year given entirely to study.

It has been repeatedly proved that those who work a part of the year (not overwork) will keep up in the other part with those who do nothing but attend school. Nor is this applicable to any class alone. "The alternation of work and study in youth," says the Earl of Shaftesbury, after having carefully examined the point, "in due succession and relief (the half system, as it has been called) is alike healthful and fruitful. The mind is not depressed by the labor, but the labor is invigorated by the refreshment of the mind." This is a universal truth. If it has been demonstrated, as in many instances it has, that educated men are most capable of endurance and physical hardships, even more clearly has it been shown that men early accustomed to proper physical exertion are most capable of severe and long-continued study.

School Committee.—C. C. HUSSEY, *Chairman*; G. P. ELLIOT.

BRIGHTON.

Trees.—The grounds about several of our school buildings are ornamented with trees whose foliage is healthful and pleasant. The other school buildings appear barren of beauty, and are thus rendered uninteresting.

We are favored with broad and elegant streets, which in widening were necessarily shorn of many of the finest trees in the vicinity of Boston. It now behooves us to look to this matter, and add to the health, wealth and beauty of the town, by planting trees wherever they may be advantageously. The health, wealth and prosperity of the town demand this, and we expect to be sustained by the citizens if we plant a few trees about the school buildings where none now exist.

Heretofore, by the efforts of the committee, school children, teachers and citizens have been induced to subscribe money for trees, which will in time become pleasant reminiscences of the past to all who participated in their planting, and to all others who love nature and have occasion to look at them and enjoy their shade during the heated term.

Truancy and Absenteeism—Still continues to be one of the annual subjects upon which school committees write.

With us, the most detrimental results flow from irregular attendance at school. A child is dismissed from school by the order of the parents to carry dinner to its father, who is at work some distance from home. This act of filial duty seems perhaps right and innocent. The young lady begs mamma to allow her to come from school early, in order to prepare for an evening entertainment, and then begs to be allowed to sleep later than usual the next day; the over-indulgent mother cannot withstand the entreaty. Mark the result. This and similar excuses break up the order of attendance; for other children, like a flock of sheep, endeavor to follow in the course of their unfortunately pernicious leaders. The demoralization is naturally so great that only the energetic action of teachers in making school attractive, and the refusal of sensible parents to permit their children such questionable liberties, prevent more serious results.

Irregularity frequently leads to truancy and crime. Certain readers of this article may wonder why rules are not adopted and enforced to prevent such evils. We answer, that in this nation of too much freedom, the word liberty is perverted to suit various tastes; and to refuse the dismissal of a child on the order of a parent, brings to our ears the words tyranny and oppression as potently uttered as when Cæsar reigned.

School Committee.—J. P. C. WINSHIP, *Chairman*; C. H. B. BRECK, JOSEPH BENNETT.

FROM MINORITY REPORT.

The education of children can be better effected by the coöperation of sensible men and women rather than by the influence of men alone. The natural instinct of women, with a cultivated discernment, enables them to see into the wants of children at a glance; and this aptness, blended with the good judgment of both sexes, will most readily and reasonably accomplish educational reform.

Indisputable Facts.—Mothers rear children. Fathers work and obtain sustenance for both. Children are with their mothers almost constantly, and occasionally, when presentable, with their father.

At the age of five, these young scions are sent to school to be taught by women. They there remain eight or nine years, receiving instruction only from women.

Therefore, is it not natural to suppose that women should know more about children than men; and that from among women of culture many may be found who are suitable to serve with men on the board of school committee?

Shall man arrogate to himself the exclusive prerogative of instructing the young, and refuse aid from women in the general oversight of our schools?

The time is not far distant when woman's influence will be felt directly in our schools, as it now is under the home roof; and certainly in no safer hands can the guidance of our children be left, than in those of competent, conscientious and cultivated women.

J. P. C. WINSHIP, *Chairman and Sub-Committee for Schools in the easterly part of the town.*

CAMBRIDGE.

Truant Officers.—A recent Act of the legislature made it the duty of the school committee, in the latter part of the year, to elect truant officers and define their duties; this task has been accomplished. Of the five officers appointed, three have already faithfully served the city in the same capacity.

The work already done by these officers under the new regulations is of great value; they have made good progress in a list of children employed, contrary to law, in the factories and shops of the city, the first step necessary to enable the school committee to insist that the neglect of an ignorant parent or the avarice of a selfish employer shall not compel any child to forego its right to education in the Public Schools.

Superintendent of Schools.—Mr. E. B. Hale, Superintendent of Public Schools, resigned his office the first of October. The committee were fortunately able to secure the benefit of a part of his time until the first of January, 1874. Mr. Hale was elected superintendent and began his work here early in the year 1868, soon after the city council, acting upon their own responsibility and not upon a request of the school committee, had wisely established this office.

A resolution was entered upon the records of the committee, expressing our sense of the great value of services rendered. The words of this record need not be repeated here. There is not one of the many improvements in our school buildings, not one of the changes in our remodelled courses of Grammar and Primary School work, that has not been the better done by reason of his assistance. It is not too much to say, that several of our best reforms would not even yet have been accomplished if we had not had his constant supervision, great practical acquaintance with the best methods of teaching, and prudent regard for the burdens as well as the resources of the city. A simple enumeration of Mr. Hale's services would be a sufficient argument for the necessity of professional supervision.

School Committee.—ISAAC BRADFORD, *Chairman ex officio*; HENRY P. WALCOTT, ALEXANDER MCKENZIE, ANDREW P. PEABODY, EDWARD R. COGSWELL, HENRY HINCKLEY, WILLIAM S. KARR, SAMUEL W. MCDANIEL, GEORGE A. COBURN, WILLIAM A. MUNROE, GEORGE R. LEAVITT, GEORGE E. MCNEILL, PHILIP R. AMMIDON, WILLIAM S. ARSEY.

There have been thirty teachers appointed to various permanent positions in the city. Of these, twenty have been employed in the Grammar Schools, and ten in the Primary department. The principle upon which the committee have acted seems to me to be this: to select residents of Cambridge, graduates of our own schools, whenever they felt that these possessed the necessary qualifications; that is, to give them a preference over others of equal ability. Hence it is that for all the positions in the Primary Schools, those educated in our Training School, or others who were residents of Cambridge, but not graduates of the Training School, have been taken; and, in addition to these, some appointments have been made in the Grammar Schools from the same number. But the balance of the appointments has been of teachers from elsewhere, and, in general, of those who were supposed to have had successful experience. Representatives of the different State Normal Schools have been chosen; and these have well illustrated the advantage of thorough training for the work of teaching.

There is a subject connected with this which I deem worthy of the attention of the next board. There are in the different sections of the city a certain number of children of school age who are not truants, and are not guilty of offences for which they should be sent to any penal institution; and yet, because of their defiance of authority and for other causes, they are frequently suspended from school. Is it not an important question how far the interests of the mass of pupils should be allowed to suffer through the fault of the few who accomplish almost nothing for themselves, but whose influence is wholly bad upon the school of which they are nominal members? The question I propose is this: Is it expedient to organize one or more ungraded schools in which this class of children shall be taught, and which they shall be required to attend, instead of allowing them to divide their time, as now, between the school and the street, with positive harm, both to themselves and to the school which is unfortunate enough to claim them as members? It may be found that there would be practical difficulties in carrying out a plan of this kind, but I believe the subject at least worthy of consideration.

At the last session of the legislature an Act was passed authorizing cities and towns to furnish pupils in the Public Schools with textbooks. I am by no means sure that it would be wise for us to take advantage of this Act to the full extent of furnishing all the pupils with books at the expense of the city, although in some cities, where the plan has been tried, there is apparently much enthusiasm in regard to it. But, however this may be, I have long thought there would be positive advantages in furnishing pupils at the public expense with whatever stationery they need for their school work.

Superintendent.—E. B. HALE.

CARLISLE.

Each school has had three terms, instead of two, as has been the practice in former years. This alteration was made in accordance with the suggestions of the committee of last year, and for the reasons stated in their annual report; and we believe that some at least of the beneficial results anticipated from the change have already been realized. True, the terms have been short,—too short, perhaps,—but this circumstance seems to have stimulated teachers and pupils to put forth their best efforts to improve each day and hour. The most unhealthy and unfavorable seasons of the year for children to attend school have been avoided, and consequently a more constant and regular attendance has been secured than we have ever noticed before. The registers not only indicate a much higher average attendance than has been attained before, but if they are to be relied on, as we have no doubt they are, they prove the gratifying fact, that tardiness, an evil so annoying to teachers, and so detrimental to the order and progress of our schools in time past, has but slightly manifested itself during the year. One register for three terms has not a single entry for tardiness, and two others but three each; and on all five we find a less number for the three terms, than was counted on one register for a single term of twelve weeks, three years ago. These gratifying indications, we think, may in a measure be attributed to the change from two to three terms, and we hope the experiment, if such it may be considered, may be continued until its effects may be fully tested, and that in good time the town will place at the disposal of the committee the means to add one or two weeks to the length of each term.

School Committee.—B. F. HEALD, GILMAN NICKLES, CHARLES E. ADAMS, LOWELL STEARNS, HUMPHREY PRESCOTT, JOHN W. HEALD.

CHARLESTOWN.

There is, I think, a decided tendency on the part of a large portion of our Primary and Grammar School teachers to freer and more liberal methods of instruction, and less servility in simply hearing recitations from the text-book.

The exceptions to this are found chiefly among those who, from habit and constitution, have become wedded to old methods, and those who have been appointed as teachers before making any special preparation. Such, of course, must have time for learning how to teach, and we are fortunate if they are willing even then to take advantage of all the means that offer to make up for a lack of previous preparation.

The time has come, not only in our own State, but in all the States where the Public School system is in successful operation, when it is no longer considered the province of the Grammar and High School to fit pupils for any particular trade or profession, but to give them a general education, and leave the work of qualifying them for a specialty to the trades or professions which they may severally choose. It was stated by Horace Mann, more than a quarter of a century ago, after an examination of the European schools, that nothing but the establishment of Normal Schools, where teaching should be regarded as a special profession, could permanently benefit our schools, and make them what they must be to secure the confidence and respect of the intelligent portion of the community.

It was with this idea that the first Normal School in America was established at Lexington, in 1839. This Mr. Mann ever regarded as the most important achievement of his secretaryship. From that time to this, the increase in the number and efficiency of the Normal Schools of any State has marked with great accuracy the condition of its Public Schools. It is true that the Normal Schools of the country, even now, are far too few to supply all our schools with teachers who have had a full professional preparation; but the establishment of Training Schools by many of our cities and large towns, and the holding of Institutes by the Board of Education, are intended, temporarily, to supplement, as far as practicable, the means not fully provided for in our Normal Schools. The necessity of such professional training is fully recognized by all who have taken a prominent part in educational matters in the State.

It is so common an occurrence for people in our cities and towns to speak in disparaging terms of the schools, as compared with some fabulous "golden age" of the past, that I am especially desirous they should inform themselves of their present condition by personal examination, if they are doubtful of the accuracy of statements made by those who have them in charge.

Even our Normal Schools have not been exempt from adverse criticism, which, under the sanction of a great name, has been widely circulated by the press,—though the criticisms were admitted to be based on observations made some fifteen years ago.

I would not be understood to object to criticism,—on the contrary, I invite it; but it should be intelligent criticism. I think it unjust publicly to criticise or depreciate our schools, until one has assured himself, by careful examination, that they deserve it. It would be a great benefit if parents and guardians would, by personal inspection, become acquainted with existing methods, and interchange views with those having charge of our schools. However faulty their discipline and instruction at the present time,—and I not only admit but affirm

that there is much that is unsatisfactory,—I yet believe that any fair-minded man, who will make himself thoroughly acquainted with their administration, and consider the difficulties that exist among a population like ours, and with teachers, many of whom have had little special preparation and experience, will rather wonder that pupils learn so much, and that order is maintained with so little resort to force, than that they learn no more, and that forcible means of discipline are so frequent.

The value of confidence is well understood in financial and commercial affairs, and never more keenly felt than at the present time. All teachers know it to be at least equally important in education. Destroy the confidence of the pupils in their teacher, and to the same extent you destroy his influence. Destroy the confidence of the community in our school system and its administration, and you subtract very much from its usefulness.

That great improvements have been made in the matter of school-houses and school-furniture, and especially in the system of grading, all are prepared to admit. Whether the course of study and methods of teaching have kept pace with these improvements may be an open question.

The course of study in our Grammar Schools is the result of long experience, and, I believe, requires no radical change. As more intelligent teaching secures more time, there will undoubtedly be modifications of the course, and additions to it; and these modifications will be in the future, as they have been in the past, tending to a more complete and practical education for the great mass of pupils. We not unfrequently hear the complaint that too much is required of the pupils, and that the introduction of drawing, music, etc., takes just so much from the thoroughness with which the ordinary branches are taught. On the other hand, we are met with the complaint that so little is accomplished during the six years of the Grammar School course. I think there is some ground for both these complaints. The introduction of new studies must, of course, take from the time formerly devoted to the meagre course of our Grammar Schools; and, if no improvements are made in our processes of teaching, there may and must be a loss in thoroughness.

It is believed, however, that so much more can be accomplished by intelligent teaching than has been by the routine methods of those who have had no special preparation for their work, that we have not yet given our pupils as much to do as they can do thoroughly, under the most intelligent instruction. Experience, however, has shown that attention to these branches has not been attended by any falling off in the other branches. Their introduction has made school pleasanter, and has produced a degree of interest and activity that has

re-acted favorably on all school studies. Should more time be wanted, I think I see where it may be gained from the ordinary course. Intelligent teaching can impart a better and more practical knowledge of geography in half the time that we have usually had. The same may be said of grammar; and I believe a better knowledge of the practical rules of arithmetic may be acquired in a considerably less time than we now devote to it; and instead of its being done at the expense of thoroughness, I think we may add to the thoroughness. When Judge Story was asked why he made so large a book on a certain subject, he said, "Because I had not time to make a smaller one." Paradoxical as this may seem to some, it was probably true; and if so, the book must have contained much, perhaps, in some way more or less remotely relevant to the subject, but not necessary to its development.

So in teaching. As our teachers are more thoroughly prepared, so that they can eliminate all that is not strictly necessary, the principles now buried under different forms will be found to be few and very simple. In a popular text-book on arithmetic, I find a rule for dividing a fraction by a whole number; another for dividing a whole number by a fraction; another for dividing a mixed number by a whole number; another for dividing a whole number by a mixed number; another, which should have been the first and only rule, for dividing a fraction by a fraction; another for dividing a mixed number by a mixed number; and still another for reducing a complex fraction to a simple one.

When the pupil has learned, as he is supposed to have learned in this book, that a whole number may be written as a fraction by placing the denominator one (1) under it, and how to change a mixed number to an improper fraction, there is but one principle and one process to be learned, instead of seven, as given in the book. Nor is it wholly loss of time and tax on memory that I complain of. The impression is given that there are seven different things, when, in fact, there is but one. Thus we meet, at every turn, the necessity for a more thorough preparation of teachers.

Mr. Mann saw this in 1840; and all experience since proves that, after providing good accommodations and apparatus, the question of progress depends chiefly on the preparation and fitness of teachers. Notwithstanding all that has been done by our Normal Schools to give us the best teachers,—and they have done much,—we are still far behind several of the European countries in this regard, even when we make this preparation an essential requisite. Entertaining these views, I have sought, during my superintendency, to do what I could to make the teaching more practical and intelligent, especially in our Primary and Grammar Schools. There is, I believe, much better teaching in many of our Primary Schools than formerly; and in all

our Grammar Schools the teachers, I think, rely less upon the textbooks, and aim more to impart a knowledge of the subjects, than to prepare the pupils to pass an examination in a definite set of problems.

Already, in several of the schools, time is found to go beyond the required course of study, and to impart much useful knowledge on various interesting subjects, by means of familiar lectures. The substance of these lectures is then given by the pupils in their written exercises or "compositions"; and they are thus forming the habit of selecting the salient points in a discourse, and stating them in their own language.

I know of no school exercise of greater educational value than this. It induces fixed habits of attention and judgment in the selection, no less than facility of expression.

It will be observed that for whatever evils exist, or for whatever hinders progress, the only remedy is better instruction. We must have thoroughly prepared teachers before we can decide how much our pupils are capable of doing. When a teacher tells me that he or she has not time to do what another teacher does well, I infer that there is a fault in the teaching. That, I know, is not the inference drawn by the teacher; but I believe it to be fully warranted by the facts; and I notice, also, that it comes from the same class of teachers who are anxious to know how much they are required to do, to qualify them for the work of the school-room. I will say, however, that, though these are not imaginary cases, I believe a large part of our teachers are alive to the necessity of ampler professional preparation, and are striving to obtain it by such means as are furnished by lectures on literary and scientific topics, in our educational works and our teachers' associations. I find, too, among this class, a grateful appreciation of the means of preparation afforded them by the committee.

Superintendent.—B. F. TWEED.

CONCORD.

Attendance.—The first essential prerequisite for a good school is, of course, a prompt and regular attendance of the pupils. Nothing can compensate for a failure in this respect. The problem may be stated thus: Given a good school-house, an admirable teacher, excellent manuals; and given with it a steady absence of perhaps forty per cent.; a register defaced with a multitude of marks of tardiness, and a teacher's desk filled with parents' notes requesting that their children should be dismissed at recess or an hour before school closes. Result, an indifferent school. And you may add as corollary first, that one full half of all which the town appropriates for the support

of such a school is, on account of such irregular and vagrant attendance, simply thrown away. And you may add as corollary second, that if this school has a really valuable teacher, she will speedily migrate to some region where faithful labor will bring something more to pass.

In this connection we would allude to a great and increasing evil, the remedy for which is in the hands of the parents, and in nobody else's hand. We refer to dismissals from school before the close of the session. There are teachers in the town who, at the end of the year, could have produced nearly a peck basketful of parents' notes, requesting that their children should be dismissed. One is dismissed to go skating; another because the coasting is fine; another to run an errand; another to tend the baby; another because he or she has been a good boy or girl; in short, as a reward of merit. A small proportion of these dismissals, no doubt, are absolutely necessary. But this is clear: that if the parents or guardians really appreciated how much injury was inflicted upon the schools and upon their own children by these almost ceaseless notes for dismissal, they would be much more rarely given. Especially do we enter a protest against keeping children at home as a reward of merit, as though going to school was a burden and a punishment. It is to be doubted whether our fathers, when, amid poverty and danger, by real sacrifice they established and maintained schools, ever kept their boys and girls at home as a privilege. They talked about going to school as a privilege. And your committee are antiquated enough to believe that they were right.

For what do we send Children to School?—When we have good teachers, and good school-rooms, and children regularly and punctually gathering in them, it is not less important that we should decide justly and wisely for what we establish schools and send our children to them.

The answer on all hands will be, no doubt, "we send them to be taught the knowledge which will be useful and necessary to them in life, and which will make them intelligent men and women; we send them that they may learn to read and write and spell and do sums in arithmetic, and to store up as much of other branches of knowledge as they have time and capacity to do." Certainly that is one of the reasons for sending our children to school,—a most practical and important reason. So we require of our teachers the faculty of imparting knowledge, clearly, accurately and forcibly. We value at a high rate a teacher who can do this.

But, if any one supposes that this is the only reason for sending children to school, he has a very narrow and incomplete idea of the office of education. We should mention as an equally important

reason, that they may learn to work, and to work hard and independently with their own minds. We might as well say that the only way to get strength into the body was to put food into the mouth, as to say that the whole function of education was to collect facts. In both cases, to gain strength of body or strength of intellect, real work is an important factor in the best results.

Now, it seems as if the whole tendency of our times, the whole advice of our educational men and journals, the great desire of parents, was to take out of education anything which looked like hard work; to enable our children to get an education vicariously by somebody else's work and study. You must begin with kindergartens. All the early primers and reading books must be adorned with the prettiest pictures, as sugar-plums to sweeten that bitter pill—knowledge. If a study comes hard to a child, straightway father or mother must petition that he give up that special study. The committees and guardians of youth are warned that a few hours' study (an amazingly few hours' study in most cases!) five days in the week, two-thirds of the year, is making a complete wreck of all the constitutions of all our boys and girls. Perhaps so! For ourselves we believe the exact contrary. We believe that any reasonable amount of study, any amount which is required by the school committees of Massachusetts towns, is a positive advantage to the health. At any rate we would not give much for that education which does not involve some systematic hard work on the part of pupils as well as teachers. It will not make the kind of men and women which we need, to grapple with the hard realities and the knotty problems of actual life.

We send our children, therefore, to school, or we ought to send them to school, to learn to work with their own minds, to work not in a hap-hazard way, not simply when they feel like it, but when they ought to work, and regularly. We send them too, or ought to send them, to learn self-control, to learn to submit their impulses cheerfully and implicitly to all proper regulations and duties.

The parents, the teachers, the committee, who permit children to go through schools without learning to govern feelings and impulses by rules of propriety and truth, are inflicting a terrible wrong upon these children, and doing all they can to make them of no use in the world.

School Committee.—G. REYNOLDS, ELLEN T. EMERSON, D. G. LANG, SAMPSON MASON, RANDALL LUFKIN, HENRY F. SMITH, D. A. ANGIER, ALBERT E. WOOD, WILLIAM H. HUNT.

DRACUT.

Attendance.—The pernicious habit of tardiness or frequent absence works untold mischief upon the child at school. Habits once formed are not easily broken up; hence the necessity of forming good ones. If a child is allowed to be absent from school only occasionally, the chances are ten to one that all through life he will find it difficult to convince himself of the necessity of fulfilling his engagements promptly. Many a man has been ruined for life by just such a habit. But there is still another argument in favor of punctual attendance. Our neighbors are taxed to school our children. Is it right to thus tax them for the support of schools, and then allow our children to be absent. Society has rights, and for the good of the State we are sometimes compelled to give up our land, to go to war, to allow improvements to be made for the public good, and to pay taxes for the support of schools. So if it is necessary for the good of the State that your children should be educated, the State can require it. It does make this requirement. It calls on every father and mother to educate their children.

School Committee.—JOHN AMES, EDWARD A. STEVENS, JOHN J. COLTON.

FRAMINGHAM.

During my recent tour abroad I visited many schools in Italy, Switzerland, Austria and Prussia. I had no commission to show from state officials, nothing in my hand tied with red tape. I was obliged to make my way through other means. "I am an American, and wish to see your schools and learn your school system," was generally sufficient to open the doors. I saw a somewhat different side from those who bore their "credentials." I did not enter the High School Palace of Vienna, but I saw what I more desired to see, the rooms of the several grades of Grammar, Primary and the Kindergarten. Most of the school-rooms I visited in Europe were inferior to those in Framingham; giving less space to the pupils, having inferior furniture and generally a bad ventilation. There were some exceptions in this regard. The discipline was good, the instruction seemed thorough, especially in music and drawing. I was particularly pleased in a school of fifty girls, with happy faces, in which sewing and knitting were two of the branches taught. But what most excited my surprise and admiration, particularly in Germany, was the careful and thorough superintendence of the schools, and supervision of the school system. I can only glance at a few points upon which I should be glad to spend an hour. The government does not exercise arbitrary power over the school system, although

all schools are state institutions and under state control. It only enforces law sufficient to make sure the work will be done, while it leaves the working out of details to the local authorities in the different districts and provinces. Their schools have been cherished since the time of Luther and the Reformers. Humboldt was once at their head. The Minister of the Interior appoints the Presidents of the School Departments. These Departments are subdivided into Districts or Circles. A "Circle" may contain eight, ten, twenty or more parishes, which are superintended by two persons of different rank. Each parish has one or more elementary schools. In these the children of the noble and peasant sit together. The elementary branches are here taught and religious instruction is given. The attendance is compulsory. A police officer makes a list of all the children liable to attend school, and the school board of the parish must see that they attend. The delinquent parent can be punished by fine, imprisonment, or parish labor. The people are interested in and have much to do with the management of the schools. The Superintendent of a "Circle" has the general charge of the schools and controls all matters pertaining to them. He forms the classes, arranges the course of studies, settles disputes, directs the teachers, and influences the parents for the regular attendance of the children. He reports to the Minister of the Department annually. There is also a local inspector in each parish, and each school has a board of managers who act with the inspector. The chairman of this board is obliged to visit his school once in a week, and to record in his own hand, in a book for the purpose, his visit, what he saw while there, what was done, and, in short, his opinion of the condition of the school. This book is returned to the Department. This officer must acquaint himself with the children and all the internal affairs of the school, assist and support the teachers, examine the list of the absent, and settle difficulties between teacher and parent. He grants exemptions for absence to the pupils and leave of absence to teachers. He must see that religious instruction contrary to the belief of the parent is not given. The schools are opened and closed with prayer,—the Lord's prayer and other prayers used in the churches, in which the pupils join. Compulsory attendance is popular, the people favor it, and Luther advocated it in 1524. The schools are supported, first, by a small tax or rate on everybody—light for the poor, but something; second, the "local tax"; and third, the general government gives aid where it is needed. The laws are strict in regard to children working in the mills and factories. The supervision is such in Germany, from the University down, that there is no escape from the work to be done. Great attention is paid to the education of teachers. A thorough, practical education is aimed at and achieved.

The school system of London, as portrayed to me by Lady Stanley, a pioneer in the cause of female education, is just springing into newness of life; is just beginning to feel the influence of law. My intercourse with school men in Edinburgh was delightful. The schools of this city are excellent, the grading seems perfect, and recent compulsory law places the lowest or "gutter class" in the schools. The laws of Scotland compel every child to be educated. While we have much to learn and many changes to make in perfecting our present system, I am still proud of what has already been accomplished, and I look forward with high anticipations to what the educational stand of Massachusetts will be, a few years in the future.

Superintendent.—JAS. W. BROWN.

GROTON.

Apparatus.—To those who have any sense of the real difficulties attending a child's effort for the attainment of knowledge, it appears evident enough that the children in our Common Schools are entitled to any aid or appliance that can facilitate that pursuit; and not the least important of the recent contributions to the cause of popular education, have been the invention and construction of various and improved forms of school apparatus. Our school-rooms have been painfully bare and destitute of these aids to learning; but with the recent provision made by the town for the purchase of apparatus, it is to be expected that this deficiency will be to some extent supplied. The committee have, during the past year, appropriated a portion of this town's share of the income of the Public School fund to the supply of apparatus for the schools; and a beginning has been made in furnishing the schools with a more thorough equipment.

In these improvements we gratefully recognize the agency of the teachers, to whose ability, faithfulness, and enthusiasm in their work, they are so largely due. But it must in justice be understood that they are due in some measure to the more thorough supervision of the schools which the committee, in consequence of the increased force with which it has for the last year been constituted, has been enabled to exercise. This is said, because it is deemed important that the value of school superintendence should be more fully known. During the past year the committee have made more than two hundred and fifty visits to the schools, besides what other labor it has been necessary to give in answering questions, settling points of difficulty, and in attending meetings for consultation and for the examination of teachers.

In ordinary circumstances it would not be in good taste for one portion of the committee to make any distinct reference to another

portion; but the interest and prominence which have recently been given to the question of the propriety of placing women on school boards, impel the majority of the committee to say, that they attribute the success which has attended its labors in a large degree to the capacity and faithfulness of the women who were last year elected as members of it. The fact that the value of this work cannot be so fully known to the public as it is to those who have shared in it, is our justification for making this acknowledgment, as well as that of our associates who have consented, though reluctantly, that it should be made.

School Committee.—DANIEL NEEDHAM, CLARISSA BUTLER, MARY T. SHUMWAY, JOHN E. HILLS, CHARLES JACOBS, J. M. L. BARCOCK.

HOPKINTON.

As a class, we are in great want of better trained teachers. There is a mistaken notion prevalent to a considerable extent, that pupils, especially young ladies, who have graduated at our High School, must be well fitted for teachers. This does not necessarily follow. What special attention and thought have they given to this important work—to learning how to teach? In the various mechanic arts, whatever may be his native ability, one must serve an apprenticeship in the study and practice of the principles of his art if he would become proficient in it. The artist who would fashion the rough marble into forms of grace and beauty must spend years of special study under the best masters.

Most certainly, then, those who teach our children and youth should feel the necessity of devoting, at least, two or three years, not only to the special study of the subjects which they expect to teach, but also of the most approved methods of teaching, as laid down by our prominent educators. When one considers the difference in results that may follow the work of two teachers, one of whom has made this preparation, knows just what to do and how to do it, and the other has made no special preparation, the need of this special training must be painfully evident; and it is nothing against our view in this regard, that some who have not received this training are as good teachers as those who have. If some are good teachers without it, one cannot estimate how much better they would be likely to be with it. The five Normal Schools of the State were established to supply this want. They give free tuition under the best instructors. We earnestly recommend the advantages of these schools to those who propose to take upon themselves the responsible work of teaching our children and youth. Graduates of them meet with better

success. They have a higher idea of their work; they bring to it a more earnest spirit, and a confidence born of knowledge.

School Committee.—ERASTUS THOMPSON, MRS. M. V. PHIPPS, REV. JOHN P. RYAN, W. C. CLAFLIN, J. A. WOODBURY, B. F. PARSONS.

LOWELL.

REPORT OF COMMITTEE.

Evening Schools.—The Evening Schools that were opened November 11, 1872, were closed, as required by rules, March 4, 1873.

All the schools were largely attended, and your committee are of the opinion that much good was done. The scholars, after the classes had been organized, were attentive to their studies, and, with rare exceptions, obedient to their teachers. The schools were, as usual, of a mixed character, containing men, women and children of many nations and many climes. "Among the pupils at the Free Chapel," wrote one of the principals, "were natives of England, Ireland, France, Germany, Norway and the Ionian Isles. There were also French Canadians, a large portion of whom never had learned to read even in their own language. These foreign-born were excelled by no others in their correct deportment; and by their earnestness and application they seemed to appreciate the advantages afforded them."

Drawing.—In the Grammar Schools very satisfactory progress has been made in consequence of the introduction of Mr. Walter Smith's drawing-books, and the efficient supervision of the work by Mr. Harrison.

Miss Charlotte Draper has the charge of the drawing in the High School, and we are promised some excellent drawings for exhibition in the summer.

A class for the benefit of teachers was opened in the Green School hall in February, and continued through April, with tolerable results. In November two classes were formed, one for Primary, the other for Grammar School teachers. A lesson of one hour is given to each class once in two weeks. There has been a much better attendance than in the spring, but the number of marks of absence on the roll is surprisingly large. Mr. Smith's methods, namely, drawing from the flat copy, dictation exercises, drawing from the blackboard, and the construction of original designs, can be best learned from a teacher who has been taught by Mr. Smith himself, and who has the requisite ability to impart his knowledge to others. A teacher that "hates drawing," calls it a "humbug," and thinks the time would be better spent on fractions and parsing, would necessarily find it an

irksome task to devote an hour a fortnight to learning to teach drawing, even though that hour might be only one of the eight taken from the afternoon session of the school during the fortnight.

An exhibition of drawings from the Public Schools and from the Art Schools was held in the hall of the Green School-house, in June, and attracted quite a large attendance. The High School contributed a hundred selections; each Grammar School, twenty from the principal's room, and ten from each assistant's room; and the Primaries according to their abilities and inclinations. The freehand department of the Art Schools (Mr. Harrison, teacher), contributed thirty very excellent drawings, and the instrumental department (Mr. Whitaker, teacher), contributed sixty-four. The display was a very fine one, and highly creditable to our city.

At the beginning of the term, last year, Mr. Whitaker offered prizes to the machine and architectual classes for the best complete sets of drawings, finished in ink, each set to show all the work regularly laid before one class or the other. At the close of the exhibition the board of examiners (Messrs. James B. Francis, Oliver E. Cushing and Jacob H. Sawyer) examined the drawings and awarded the prizes.

REPORT OF TEACHER.

The beginner's class in architectural and machine drawing is the best organized class under my charge. Since the term began it has furnished instruction twice each week to one hundred and eleven persons.

The occupations of scholars now in the beginner's class, and the number of scholars engaged in the same occupation, appear from the application papers to be as follows:—

| | |
|--|----|
| Carpenters, | 29 |
| Machinists, | 24 |
| Clerks and Masons, each | 6 |
| Stone-cutters, | 5 |
| Mechanics, | 3 |
| Civil Engineers, Cabinet-makers, Pattern-makers and Packers, each | 2 |
| Students, Watch-makers, Coal Dealers, Painters, Sash and Blind Makers, Tinsmiths, Oil-house Keepers and Pressmen, each | 1 |

The remaining seven have not stated their occupation.

Superintendent of Schools.—CHARLES MORRILL.

MALDEN.

Drawing.—The interest with which pupils engage in the study of drawing, and the progress already made, afford conclusive evidence of the advantages to come from this branch of education in the future.

The system pursued is Walter Smith's. It is essential that each exercise in drawing be well illustrated by the teacher ; for the success of the class will depend far more upon the genius of the teacher to illustrate and explain, than upon particular method or text-book. Excellence of method is desirable ; excellence of practical illustration and explanation, essential. Blackboard drawing by pupils is very important, and the best exponent of real freehand drawing. We attach much value also to memory-drawing, in which exercises previously given are reproduced wholly from memory. In this connection, the board desire to acknowledge the presentation to each of the Grammar Schools of a set of "drawing models," by a friend of the schools, to whose thoughtful and considerate generosity the attention of the town has been before attracted. These models will be of much service.

For the Committee.—GEO. W. COPELAND, *Chairman.*

MAYNARD.

"Observation is the absolute basis of all knowledge. The first object, then, in education, must be to lead a child to observe with accuracy ; the second, to express with correctness the result of his observations."

It is nearly a century since Pestalozzi uttered these words, and inaugurated the system of teaching which they embody. John Comenius declared the same principle two centuries ago ; and Plutarch, speaking of his learning the Latin language, says, "The process may seem strange, and yet it is very true : I did not so much gain the knowledge of things by the words, as words by the knowledge I had of things." The principle, then, is not only reasonable in itself, but is many centuries old ; and yet, men are just beginning to learn what it is, by its slow introduction into our American schools.

Plain as the principle is, the almost universal method of teaching, with us, has been, and still is, just the reverse,—“Give the child words, and let him afterwards learn by observation to apply them to things as best he may.” This burdens the memory with mere words, either altogether unconnected with things, or, at most, calling up only a vague, indefinite, uncertain image. The child cannot find words to express his thoughts, because his thoughts are too unfixed and indefinite, by reason of this false method of education.

We believe this is the true explanation of the poverty of language of a great many men who claim that they have grand thoughts, and conceptions of great things which they cannot express, because they are not gifted with eloquence. They are utterly mistaken ; they probably have no clear conception at all, but merely a vague, indefinite, shadowy something floating before the mind, which it is unable to

grasp and reduce to form. The man has not been trained to observe accurately, either material things, or the image in his own mind, and then to express with correctness the result of his observation. His want is a want of ideas to express, and not of words in which to clothe them.

Socrates says that whoever has in his mind a vivid and clear idea, will express it well enough, one way or other; if he be dumb, by signs.

It is probably true, that every man is eloquent in that which he thoroughly knows, and no man can thoroughly know anything, without investigating it according to the Pestalozzian method. It is the way in which all science is built up, and it ought to be the way in which all children are educated.

The difficulties in maintaining this system are considerable, and it requires constant attention on the part of the committee to prevent confusion of the grades by the changing of scholars from place to place, and to see that the system does not become a lifeless routine in the hands of the teachers. But to maintain any system, will require labor and watchfulness. The great trouble with some men is, not that they have a wrong system, but that they have no system at all,—a mighty maze without a plan, a Babel without an architect. When we think of the widely different methods of managing schools which exist in this State, we cannot help wishing that there were here, as in some of the Western States, a state board of visitors, a body of men of well-known ability as educators, uninfluenced by petty local prejudices, with the power to exercise a controlling influence over local committees, and prevent the dearest interests of the Commonwealth from being made the perquisites of petty officials or their friends.

One of the most encouraging features of the year has been the increased interest in the schools manifested by the parents and friends. We believe that the lethargy heretofore existing in the town with regard to Public Schools is one of the worst symptoms of mental and moral decay in a community. The labors of committee and teachers, be they never so unremitting, must be comparatively futile, so long as the people remain in such a state of frozen torpidity. This beginning of life was, for a time, fostered by the opportune action of the Board of Education in holding in our town a

Teachers' Institute.—In November last, a Teachers' Institute was held, conducted by the Secretary of the Board, and the General Agent, with the assistance of Prof. Hagar, of Salem Normal School, Prof. Niles, of the Institute of Technology, Mr. Putnam, of the Normal Art School, Mr. Walton, the arithmetician, and Mr. Treat, the elocutionist.

All the above gentleman gave very valuable instruction every day, both forenoon and afternoon, in the theory and practice of teaching.

There was also an entertaining and instructive lecture by some one

of them every evening, together with readings by Mr. Treat. All the exercises were free to the public, who did not attend very numerous, however, during the day, from an impression, probably, that they were intended only for teachers; but the lectures in the evening were attended by enthusiastic and appreciative audiences, which completely filled the large Riverside Hall. The closing lecture of the course was given by the Secretary himself, whose delineation of the respective duties of committee, teachers and people, must have made a lasting impression on the audience. The number of teachers in regular attendance was something more than fifty; they were furnished with accommodations by our people, whom we desire here to thank for so cordially welcoming the strangers to their homes. This increased interest on the part of parents has been accompanied by a very encouraging improvement in the general school attendance during the year, especially during the last term, when the general average per cent. in all the schools was 91.6; the highest being 99.8 per cent., in the Nason-street Middle School.

There has been considerable improvement since our last report in the physical exercises; and in this respect the Primary School of Miss Crestley deserves particular mention. The degree of efficiency which her pupils exhibited at the close of the last term far surpassed anything which had been previously accomplished. The best educators, and those who study most the health of the pupils, hold but one opinion with regard to the utility of these exercises, when judiciously conducted. They have long been regarded in some of our most noted educational cities, and still more in foreign countries, among the most essential of school exercises. We insert here a short extract from a late number of the Boston "Advertiser," describing the condition of the much celebrated Swiss schools, as it may be interesting, by way of contrast, with the condition of our own:—

"Every school has a yard of about one hundred thousand square feet, in the heart of the town, surrounded by a triple row of trees. In the middle, in the open air, is a complete gymnastic apparatus, and at the rear a building for the same purpose, for use in bad weather. Each class spends here one-fifth of the time in daily drill, walking in line, head erect, shoulders back, running, parallel bars, rings, etc. If a boy is feeble, he brings a physician's certificate, as follows:—

"'This boy is of slender health. Give him all the exercise you can.'

"Whereas, with us, the note would say:—

"'Be kind enough to excuse the bearer from drill hereafter. He is not strong.'

"Mr. Dixon says that every woman and girl in Switzerland can read, write, sing and shoot."

School Committee.—JOHN HILLIS, WILLIAM M. HARDING, WILLIAM MAYNARD.

MEDFORD.

Drawing.—Having furnished our teachers with a certain amount of instruction, they have during the year taught the elements of drawing with considerable success. While in our schools there has been less of picture-making, there has been considerable progress in the right direction, as is evidenced by the drawing-books, and the greatly improved character of the work put upon the blackboards.

Looked at in no utilitarian sense, admitting all may not become artists, much has been done by exemplifying to them the beauty of form, and toward cultivating a love of the beautiful, which will enable them to see on every side the evidences and manifestations of that Divine love of the beautiful, “which causes the rivers to wind through the landscape, the trees to bend in graceful curve—the line of beauty—and the rarest flowers to bud and blossom where no eye save His may see.” Added to the general education scholars may now obtain in our schools, the culture given by the study of music and drawing cannot be lost, but must bring forth good fruits in their lives and works.

Drawing should be taught in all our schools in a manner precisely similar to that in which music is now taught; that is, by one specially qualified, and having special tact as an instructor, who should have charge of and lay out the work, and by weekly visits see that all goes on harmoniously and to a perfection otherwise unattainable.

School Committee.—D. A. GLEASON, B. F. HAYES, J. HEDENBERG, SOLON COBB, J. GILMAN WAITE.

NEWTON.

School Hygiene.—An enlightened public sentiment demands that all connected with our schools should understand the laws of health and the circumstances which affect it. They should seek to avert all possible causes of disease which might arise through the lack of proper care. The light, temperature, ventilation, height of seats and desks, position of scholars, length of session, of recess, of recitation—all these things, and many others, need careful consideration. Indeed, the importance of school hygiene is so generally recognized by foreign governments, that especial sanitary regulations have been decreed, and in several countries it is made a matter of special instruction. In Dresden, all school-houses are put under medical supervision, and instruction is given in hygiene. In Wurtemberg, great care is recommended as to the paint used for walls and furniture, that it should not contain poisonous matter. School-rooms, stair-ways and entries must be swept daily, and scoured at least four times a

year; there must be good light and ventilation, and the temperature must never be less than 62°. If in summer the thermometer shows 77° in the shade during the forenoon, there can be no session of the school in the afternoon.

In Berlin, a Medico-Pedagogical Society was formed in 1871, consisting of educators and physicians. Its aim is to further school hygiene in all its branches, and it recommends the keeping of accurate tables, in which all cases of sickness of children are to be entered. Commissioner Eaton, in his report for 1872, says: "Headache, bleeding at the nose, diseases of the eye and spine, dyspepsia, diphtheria, and many other complaints, have undoubtedly been induced, or aggravated, by the collection of numerous children in school under unfavorable conditions as to ventilation, light, heat, cleanliness, exercise and habits of study. School furniture is responsible for much curvature of the spine. Bad print, bad light, and bad position of the head while studying, continually cause distortion of the eye, and resultant trouble. School management, proper in kind and degree, good buildings, scientifically constructed furniture, and clearly printed text-books will obviate much of the difficulty. The enlightened interest and coöperation of the medical profession are also much needed, and their advice should be sought and followed by all interested in the health of our schools."

Teachers.—Nothing, however, in the management of the schools of the United States has excited so much criticism from the foreign observers of our work, as the comparative indifference to the quality of the average teacher. Many influences have contributed to this result. American teachers often have an aptness at illustration, and a skill at presenting, not possessed by those of other countries; while in thorough mental culture, they are as a class, greatly inferior. The American teachers share in this natural smartness, which results from American social life. They show that spirit of enterprise, that fondness for the newspaper, for the discussion of matters of general and local interest, which is a national peculiarity. Were the German no better trained than the average American teacher, he could not compare with the latter; but the solid work of years of training has given them resources with which natural tact and facility cannot compete.

If our American teachers could have the same opportunities for especial preparation for their work, and were required to improve them, I believe, as a recent writer has said, they would be unrivalled. Earnest efforts looking towards a higher culture are put forth every year, and their influence is already making itself felt. A broad and generous culture, a fund from which to draw, will surely impress itself on a school. It will give point to illustration, and will bring to a focus many scattering rays which may be diffused

through the minds of the children, and will so illumine the subject under consideration, as to stamp its picture upon the mind with such distinctness that it will never fade out.

There is a great demand for strictly technical schools, so that American skilled labor can compete with foreign. If, however, we need skilled workers in iron and wood, how great is the need of skilled workers on the plastic hearts and minds of children, and how essential is it that the best opportunity for study be afforded to those who are to train the young!

The Normal Schools are doing all in their power, but they have to contend against serious drawbacks. There should be a public sentiment which would call for the best of well-educated and thoroughly trained teachers. The demand would soon create the supply.

Familiarity with nature is essential to the giving of suitable instruction, even from so elementary a work as the "Child's Book of Nature," a familiarity which must be acquired by personal observation and experiment, or the subject cannot be clothed with the interest which it deserves.

Our modern theories of education demand that the teaching of all art, science, and of all knowledge, should begin in the Primary School, and, in the language of Prof. Atkinson: "Unless we treat the child as the germ and embryo of all that he is afterwards to become, our education will be doomed to ignominious failure. The child as well as the man is linguist, student, artist, philosopher, naturalist and poet, though his philology, art, philosophy, will be childish, not manly; germs and intuitions, not the results of developed reason." Is it not obvious that, in this view, elementary schools should become something far more than places for drilling the youthful mind in the use of the mere tools of knowledge? Teachers who are interested in their work, who regard teaching as an art, who are not pursuing it as a temporary make-shift, are always willing to avail themselves of all possible means of improvement, and the opportunity should be generously provided for such; while all others should be considered as holding their places only as a temporary make-shift on the part of those who employ them, till trained persons are ready to fill their places.

German Schools.—Our American schools are often contrasted with German schools, and unfairly criticised in the light of the contrast. Wholesale sweeping charges are made against them, as though they were in all respects defective, and had very little to commend them. German schools are loudly applauded, as if they had attained to a sort of perfection, in view of which we, as Americans, should hang our heads for very shame. Radical reformers can see nothing to commend in our American schools, but would abolish as useless all that

has been done, and introduce all German methods, and look at once for the same results as have been attained in Germany. By these methods, it is urged, we should have the attendance of every child, and there would not be such a startling amount of illiteracy; our schools would send forth trained citizens, ready to enter upon all departments of industry requiring skilled labor. We should have a more intelligent population. The fact that nearly every soldier of the German armies could read and write, is regarded as conclusive evidence that our school system is very inferior to that of Germany. Added to this comes the testimony of some who, after a short examination of some of the best of German schools, at once proclaim the general character of the whole German system.

Every intelligent educator in this country, without doubt, appreciates the excellences of German schools, and is willing to adopt all such as would be suited to our own; but it hardly seems the part of wisdom to overthrow, as certain iconoclasts advise, all that has been done, and to found a new system based on German ideas. We might as well believe that it would be conducive to our prosperity to overthrow our own government, and to substitute for it one like that of Germany. Stringent laws, compulsory attendance for seven or eight years, thoroughly trained teachers, parents regulated by the government into entire coöperation with the teachers, the retention in school of those whose labor would prove valuable by making education an antecedent condition to industrial employment, are among the causes which have given German schools their reputation. Some of these causes, from the mixed character of our population, with the mighty tide of immigration continually pouring in upon us, it will be seen at once, would not be operative in America.

In a country so new, so extended, and so unlike in its different sections as the United States, a uniform, inflexible system would be impossible. In our large, wealthy, and public-spirited cities and towns, where public intelligence delegates to competent local boards authority and means for elaborating and carrying out a judicious system of school management, our schools can be made quite as suitable for America as the German schools would be.

In one important particular, however, we can well profit from the example of Germany. The most liberal provision is made there for the especial education of teachers, and not only is the provision made, but all who would teach must avail themselves of it. No considerations weigh in securing a teacher but the general good. The teachers enter upon their work well trained, thoroughly educated, bringing an advanced and an enlightened scholarship which fits them for teaching, independent of text-books. They can illustrate by rapid and skilful drawing whatever they would elucidate; they are so familiar with science that

they can create a love for it, and have the power by their especial training, to arouse and hold the interest of their pupils. The stones, the trees, the flowers, the shells, to them are full of meaning, and suggest the theme for many a lesson in nature. Provide our American teachers with such advantages, and they would show us schools without a rival; but until this is done, we shall fall short of attaining to our possibilities.

Art Collection.—The collection of casts, models and flat examples procured from England, have been arranged in the new art rooms at the High School. This collection is pronounced by the State Supervisor of Art to be unsurpassed by any collection in the State. It is a most liberal provision for culture in a useful and refining art. Its value to the pupils of the High School—as in the years to come they shall have been prepared, by a long training, to a right use and appreciation of it—will be incalculable. It will serve not only to promote a knowledge of drawing as a utilitarian art, but will contribute to that æsthetic culture, which is essential to a symmetrical development. It reveals something of the poetry of architecture in its models of Greek, Roman, Saracenic and Gothic ornamentation. It will also, if rightly used, awaken an interest in classic art. The careful study of the Apollo Belvidere, of Clytie, of Diana, and of other models of the highest types of the Greek conception of the beautiful, as embodied in such works of art, will not fail to create an interest in the subject and an appreciation of it. The use of this collection and instruction in both model and industrial drawing in all its branches are free to all citizens of the town.

Superintendent of Public Schools.—H. M. WILLARD.

PEPPERELL.

We omit the usual “synopsis” of the several schools, because we doubt its expediency and justice. We have no faith in the effort of “how to say a thing and not say it,” of how to tell the whole truth and yet hurt nobody’s feelings in doing it. It is much better to advise the teachers privately of their shortcomings, than to parade their mistakes and failings in public print before the gaze of every captious critic. If they are to be retained as teachers, it certainly is advisable to refrain from placing them in an unpleasant and embarrassing position before the public; and if they are to be dismissed as incompetent, common decency requires that it should be without censure; for we can predicate for no teacher, either success or failure, until a trial has been made. The very fear of disgrace in the event of failure deters many from making the attempt, and proving themselves competent teachers; while it is a source of great anxiety to many who are

brave enough to make the attempt, but who cannot help looking forward, with fear and trembling, to the appearance of the annual school report.

School Committee.—PELETIAH FLETCHER, CHARLES BABBIDGE, L. P. BLOOD.

READING.

Any system of public education must of necessity have a great deal of routine work; and while this is so, to whom shall the routine of our schools be adapted,—to the few who desire to study the classics, leading minds to be found in every school, sharp, active brains, always at work, and fitted for it,—or to the masses, the hundreds who must depend upon the learning acquired in the Public Schools, where most of them lay the foundation, not only for their life education, but for their life work? We unhesitatingly pronounce in favor of the latter course, and are doing all in our power to accomplish the desired result.

School Committee.—CARROLL D. WRIGHT, HIRAM BARRUS, S. E. PARKER, WM. J. WIGHTMAN, SIDNEY P. PRATT.

SOMERVILLE.

It frequently happens that persons become so familiar with the science of grammar that they can detect the slightest error in the structure of language, can analyze and parse the most difficult sentences with great accuracy, and yet acquire but little skill in the use of language, either spoken or written. But this inability is not the result of any defect in the science, nor should it be urged as a reason against the study of technical grammar in the schools, since it is not the province of any science to impart skill to execute, but rather to teach the learner how to do, and to inform him when his work is well performed.

Facility in the correct use of language, spoken or written, results, not from knowledge alone, but from constant use in accordance with the rules of grammar and the usage of those who are regarded as the best models.

What is needed, therefore, in our schools, in connection with the study of language, is not less of science, but more of practice; so that, while pupils are acquiring a knowledge of grammar, they may secure also the ability to use language with accuracy and facility.

Reviews.—We cannot emphasize too strongly the importance of frequent reviews. Nothing stamps so indelibly upon the memory the knowledge acquired as frequent repetition. Every recitation should commence with a hasty review of the previous lesson. At the begin-

ning of each week the work of the preceding week should be reviewed. At the beginning of each month, also, the work of the previous month should come under observation. Especially at the commencement of the school-year each teacher should refresh the recollection of his pupils upon the work of the preceding year.

When we have labored with great fidelity to develop the intellect and to increase the intelligence of our pupils, our work is but partially accomplished, if we have failed to cultivate their moral nature,—if in consequence of our influence they have not higher purposes for good and greater strength to resist evil.

We are not to labor to produce good scholars merely, but good citizens. The great want of the nation is not learned men, but good men and true. A leading engineer says: “When I wish for competent agents to superintend works for which I am responsible, my greatest difficulty is to get good men. I can find twenty who know enough for every one whom I can certainly trust.”

Superintendent of Public Schools.—J. H. DAVIS.

TOWNSEND.

A Gazetteer of Massachusetts, published in Boston, in 1873, says of Townsend, “The people of Townsend are well-informed, industrious and temperate.” Now if we wish to have this compliment continue a living truth for the next quarter of a century, let us have pleasant and convenient school-houses in all parts of the town. A school-house that has length, breadth and height sufficient to hold a large atmosphere; that has ample space for passing around the walls of the room and near the teacher’s desk; that is properly seated and has appropriate mottoes hanging on its walls; that has suitable black-board accommodations, and is always clean, both inside and outside, is of itself a potent educator. So much has the school-house to do with educating the scholar, that good taste, elegance and richness can hardly be more wisely bestowed than here. The emulation of neatness, order and good taste it will excite in a single generation, will more than build the school-house of marble and cover it with gold. We can hardly overestimate its value. How subtle and beyond control are those bright pictures of well-ordered things that rest, day by day, on our youthful vision, and attend us in life ever after, in the dreams of the night and the reminiscences of the day, and give such a color to our feelings and such a character to our actions! A bad school-house has a bad influence, while a good and beautiful school-house, that the people and scholars are proud of, is almost enough to renovate a whole neighborhood, and make the same

elegance universal, and the thrift and prosperity of the people to correspond.

Superintending School Committee.—OLIVER PROCTOR, A. G. STEARNS, I. B. SAWTELLE.

WAKEFIELD.

What ought the young people, who attend school from the Primary age to fifteen or sixteen, to carry away as a capital with which to commence active life, or further prosecute higher and harder studies? I speak here of the average pupil, not of the particularly bright nor the hopelessly dull. It appears to me these should have such a knowledge of words, including utterance and significance, and such habits of investigating what is read, as to comprehend and give the sense of written matter with readiness and ease, especially the selections afforded them by the Readers in which they have been exercised. This, too, should include facility in spelling such words as are not always found in the ordinary school Speller, but which are to be picked up as they read the common lessons of the school, and the common material of published books, papers and periodicals. In a word, reading should teach how to appropriate ideas as well as utter them to entertain others.

In grammar, whether the text-book be much or little used, the pupils should carry into life a thorough knowledge of the common errors daily practised by those who are illiterate or careless, and skill to avoid them; a clear distinction of the parts of speech, not fixed by definition only, but rendered sure by much exercise upon sentences taken at random, not fitted and served up for any particular lesson; the general distinctions of tense and mood similarly made their own; an acquaintance with so much of syntax as will enable them to separate sentences into their clauses, to transpose these for greater clearness of expression, if necessary, and interchange readily the conjunctive, relative and participle forms of construction so useful in language. Added to this such habits of putting everyday experiences and thoughts upon paper, as will connect the instruments of writing with the thoughts, and thus make the compositions of the school a practical entrance upon the letter-writing, the business document, the periodical essay, or the public oration of coming years.

In arithmetic they should show much knowledge of processes in the fundamental and useful rules of the text-books, and the least possible evidence that they have pored over rules to acquire them verbally; not that these are wholly useless, but of value far inferior to that ready ability which marks the accountant or clerk, who quotes no process from memory in his swift calculations, but pushes rapidly forward, through his long practice in the art of "how to do it."

Minute in geographical knowledge pupils cannot well be at the age of leaving school, but they should know thoroughly the great facts relating to the climate, staple productions, races, animals, grand divisions, elevations and waters, comparative sizes of the great divisions of the globe, and the density of their populations. They may not know the particular remark in the text-book about the productions of Kentucky, or just what rivers flow into the Danube on its southern side; but what things necessary for man grow in the broad belt of country which Kentucky represents, and the character of the region which the Danube drains they should know, irrespective of any question of civil boundaries or the cities upon its banks.

In history, of which so little is ever made one's own, it ought to be expected that those who leave school should have certain fixed landmarks of recollection to which other events may be referred, and which, by the process of association, will help the learner subsequently to add, from his fuller reading, facts and reflections he would not willingly lose.

I have made these suggestions about the expected results from our Public Schools for the purpose of encouraging the disposition, which some teachers evince, to look at the scholar's capacity and his real mental wants, rather than at any course of book-learning divided into lessons and portions, or topics even, to be appropriated and stored away in definite quantity to meet the examination or the show. They are intended to hint at the spirit in which all teaching should act upon its recipients, not to find fault with what exists that is good and growing better. Yet while the highest regard for what Common Schools do is felt, it is impossible not to feel that a great deal of lesson-getting is blindly done, and with no intelligent aim in view. There are many such given, and well or ill learned, in ours as in most other schools. It is impossible that it should be otherwise. Usage looks that way. Inexperience on the part of young teachers experiments that way. The prevalent style of book-making, though getting better, points the same way. Thus, while the pupils really gain much that is very valuable in all the studies (the pure wheat), there are many tares to be burned at last.

Superintendent of Public Schools.—J. KIMBALL.

WALTHAM.

The subject of industrial drawing has been brought into greater prominence in our schools during the past year than heretofore. To create a greater interest in this study among our citizens, especially the scholars and their parents, Mr. Walter Smith, Director of Art Education in the State, came to Waltham by invitation of the board, and

lectured before our teachers and the public on the value and importance of obtaining a general proficiency in the art. Some two hundred drawings and models were exhibited for two days in School Hall for examination by our citizens. We also employed Mr. Bowler, a pupil of Mr. Smith, to give our teachers instruction in freehand drawing. He has given one lesson a week and will continue to do so for the balance of his year, at a salary of four hundred dollars. The teachers have availed themselves of the privilege and have given their constant attention at his lessons. These are eminently practical; the teachers draw under the direction and supervision of Mr. Bowler, and their conduct and attention during the hour given them would not disgrace one of their own best classes. As we stated in our report last year, we consider this study one of the most important taught in our schools; it is eminently practical, and the knowledge which will be acquired by our scholars when the intended course is fully carried out cannot fail to be of use to all or most of them when their school days are over and the work of life commences. We sometimes hear complaints made that not enough of the really useful is taught in our Public Schools. It is said that there are many branches of the mechanic arts which are filling up almost entirely with foreigners, because the education of our own people has not fitted them for these pursuits. This may be so to some extent; there may be a tendency to have too many studies taught, and some of them of no great practical importance. It is to be remembered, however, that as there are a great variety of pursuits which may be followed with honor and advantage, and some will take to one and some to another, we must give a good elementary instruction in more branches than any one person will ever need; at the same time we must endeavor to give a more thorough education in those which are universally useful in every station, and not allow them to be crowded out, especially in the latter years of the scholar's course, by those which are less important.

School Committee.—CHARLES A. WELCH, *Chairman*; EMORY W. LANE, *Secretary*; OTIS E. HUNT, W. A. NORTHUP, T. H. ARMSTRONG, G. A. STEARNS.

WATERTOWN.

The exclusive charge and administration of the Public Schools confer upon the school committee, in their own sphere, almost unlimited power; but because this almost unlimited power has been conferred upon the school committee, it certainly never was the intention of those who made this law, that the rest of the community should be relieved from their share of this most important work. How important the work is, seems to be a matter which the great mass of the people trouble themselves very little about. The records of the early

settlers of New England, and especially of Massachusetts, teem with provisions and laws for the furtherance of general education,—the education of the masses. This was, indeed, one of the moving forces which sent the Pilgrim Fathers across the sea, and caused them to brave the hardships and privations of a new world. Along the rugged and barren coast, as soon as they had obtained a shelter for their bodies, they erected the school-house and the college; and in the first town meetings and assemblies they enacted laws, and made provision for the support of their teachers and the education of their children; they made ignorance a crime, and liable to be punished; the education of their children and the free diffusion of knowledge was the object, above all others, which absorbed their attention and engaged their faculties. They appreciated (far more keenly than the people of to-day seem to appreciate) the fact that the free government which they sought to establish could have no surer basis for its perpetuity than the general intelligence of the people; and, in this respect, their history is worthy of our most earnest emulation. Should we not strive together to do in our day and generation what they did in theirs? Do not think, gentlemen of the town of Watertown, that, when you have elected a school committee, and paid your portion of the taxes assessed for the support of schools, you have done your whole duty. You owe it to the committee whom you have elected, to the teachers they have appointed, and, above all, to your children, and to the community in general, to lend your assistance, counsel and advice, in all manners and by all means, for the furtherance of this grand object.

Chairman School Committee.—H. J. EDWARDS.

WAYLAND.

The more experience one has in superintending our schools, the firmer will be the conviction that the sympathy and coöperation of parents is indispensable to the highest success of a school. Further, any teacher, however excellent, will meet with lamentable failure if parents encourage their children in unfavorable comments on the teacher and the condition of the school. The authority of teachers must be sustained by committee and parents, even if all their acts do not demand the assent of our judgment. In such cases silence before our children and neighbors is wisdom.

School Committee.—LUTHER H. SHERMAN, GEORGE B. COCHRAN, CHARLES H. CAMPBELL.

WESTFORD.

If parents would have a good school, let them see to it that no trivial thing keeps the boy or girl from attending. A scholar present three days, and absent two, in the week, learns very little. That is not the worst of the irregularity. Such not only make a failure for themselves, but they are a constant drawback to the whole school. We speak this more particularly to parents, for it is primarily for them to take care of the matter of regular attendance.

For the Committee.—ALLAN CAMERON, J. W. FLETCHER, A. P. REED.

WESTON.

Our High School has been in existence about twenty years. It had a small beginning (only one term of three months in the year), but has now a fraction over nine months, and in position and influence has been steadily increasing to the present time. We were not then, nor are we now, by law, obliged to maintain a High School, but it has been the free action of a liberal people, who know how to value the great advantages of an educated community. It was the action of a people who had the sagacity to see that no richer boon could be bestowed upon their children.

School Committee.—ALONZO F. BENSON, EDWIN HOBBS, GEO. W. DUNN.

WILMINGTON.

The High School was first opened September, 1871, and has been continued in the hands of the same able and energetic teacher, with evidently increasing interest and efficiency. The salutary and elevating influence of this school is being felt in all parts of the town. This is attested by the activity and general interest of the scholars who are connected with it, and by diffusing a healthful stimulus through all the other schools of the town; and also by improving the tone of public sentiment respecting the general subject of education as connected with schools.

School Committee.—L. C. EAMES, WARREN EAMES, JONATHAN CARTER, 2d.

NORFOLK COUNTY.

BROOKLINE.

Advisory Board of Ladies.—The town is to be congratulated on the zealous coöperation of the members of this board in rendering advice and counsel to our school committee, especially in reference to the successful introduction of sewing as a regular school exercise. This department of instruction is mainly under the supervision of the ladies of this board, who have devoted much time and labor in this matter.

Sewing.—Instruction has been given twice a week to one hundred and fifty-two girls belonging to the first Primary class, and the fifth and sixth Grammar classes of the ward,—Pierce, Harvard Street, Boylston Street and Heath Street schools,—by Miss Nevers, under the supervision of the advisory board of ladies, and, in the opinion of those ladies, has been satisfactory.

Promotions.—During this past year a systematic plan for promotion from a lower to a higher class—from a lower to a higher school—has been formed by the committee. The old method of promoting scholars by a special standard, varying with each year, and only at the close of the summer term, has been replaced by a definite plan based upon a certain standard in advance. The questions given out at the examinations are the same for each class, no matter with what school it may be connected. A teacher does not now, as formerly, correct the results of examination of her own scholars, but the answers of all the schools are distributed among all the teachers, thus securing uniformity in marking and computing the average of any scholar.

Truancy and the Truant Officer.—The truant officer, Mr. Dearborn, was directed by the board to keep a careful watch over the different schools, and to follow up to their homes all irregular attendants, and to prosecute all truants according to law. A few words from his report will give a better idea of his work:—

“Habitual truancy is almost entirely done away with. In the beginning of the year, I was obliged to prosecute five of the boys, and it had the desired effect. There has been a decided improvement in the boys, and I have had no case since. In no case have I prosecuted where I could obtain satisfactory pledges of reformation.

“The attendance has been much better than last year; a large percentage of the absence being on account of sickness.

"I have investigated every case coming to my knowledge, of children not attending school, and have sent all that were amenable to the law."

School Committee.—R. G. F. CANDAGE, A. W. BENTON, GEORGE BROOKS, CHARLES H. DREW, STEPHEN S. SALISBURY, W. W. NEWTON, J. ELLIOT CABOT, WM. H. LINCOLN, ROBERT AMORY.

Examinations.—That written examinations are objected to, arises, I think, from a distrust of the manner in which they are conducted or from the knowledge that written answers are a more rigid test of the definiteness of one's acquaintance with a subject than any other. We all know how great the difference is between a knowledge with which we are ourselves often satisfied and one that we can communicate to others with clearness and fulness. "Writing," says Bacon, "maketh an exact man." Now, there certainly can be no habit, the formation of which should receive more attention in the training of children, none more valuable to the grown up man, than that of exactness; and there is no test of exactness so good as written work,—none that necessitates so thorough a knowledge to enable one to give clear and correct answers.

Written examinations are valuable, besides, for other purposes than as tests to pupils. If pupils are required to give well defined and pointed answers, teachers must know how to lead them to such a knowledge as will give them the power to make such answers, so that an examination of a class, if a fair one, is also a test of the teacher's instructing power.

Again, it is often said that pupils, from anxiety or temporary confusion, fail to do themselves justice on an examination, and hence that a system of promotion by examinations often works injury to faithful pupils and good scholars. That this ground for objection might be removed, your board determined to allow the results of the work done under the teachers equal weight with those obtained on the examinations given by the superintendent.

The recommendation of six months classes had also in view promotions every six months. So much of the recommendation I hope to see carried out. I do not mean regular promotions, class by class, every six months, but that at any examination pupils shall be allowed to take the examination papers given to the class above them, and, if successful, to be promoted accordingly. We have a case in point: Miss Rideoute presented her second class for examination in January on the questions prepared for the first class, and every member passed successfully—a credit alike to the pupils and their teacher. This success was attained by systematic effort for over a year and a half, beginning in Miss Valentine's room. I think, however, that it would be a mistake to have teachers feel that it is

expected of them as a part of their work to secure for their brightest pupils double promotion.

The following plan, suggested to meet the requirements of your board, directing promotions every six months in certain classes, might, I think, be tried in the present term without interfering with our present organization, and without injury to pupils in case of failure. If the teacher thinks it practicable, and the parents consent, let there be formed in each class a division comprising the most advanced pupils, and let one or more extra recitations a week be given to them, the more backward pupils devoting this time to the preparation of the regular lessons of the class. If, in June, this advanced division is able to pass an examination for a more advanced class than the one to which they would be regularly promoted, promote them accordingly. Teachers should always be encouraged to do more work for their classes than that assigned. But, while I think that the work now contemplated for our schools, if divided among the classes in due proportion, is quite within the reach of the average pupil, I am yet strongly of the opinion that more work should not be required. With good teachers and our present course, our pupils need never complain, as Hood complained of himself—of being “overtasked and undertaught.”

It augurs well for the future of American education that the demand of the public is daily increasing for teachers to whom they may say through their committees, “We wish our children to be made acquainted with such and such subjects during their school life, and to receive during that time careful mental training; and we rely upon you to give them that acquaintance and training in a progressive and systematic way.” The fact that specialists are not fully recognized, that teaching is not regarded as one of the professions, together with the fact that the compensation is not sufficient to enable teachers to prepare for the traditional rainy day, are reasons enough to keep the most efficient men from entering upon the work.

In every calling a high standard of excellence is needed to keep us at our best. I know of no standard for public education so high, none that could so well be taken as the motto of every educator, as that given by ex-President Woolsey when he says, “A college course should have in view three things,—character, culture, knowledge; of which character is the best worth having, culture second in rank, and knowledge third.” It is indeed melancholy to see the little attention paid to the formation of character, and the systematic development of the school children of to-day. I do not say “of to-day” in contra-distinction to the good old times that never existed, but of to-day in comparison with what we might properly expect.

While I believe in good old-fashioned “thrashings” I yet believe

that even in elementary schools, character and a sentiment of honor can be so cultivated, as to make a resort to the healthful remedial agent just referred to, a thing of rare necessity. There are a thousand cases where the young boy or girl needs to be set right, and where a timely word from a teacher worthy of respect, and respected, is all that is necessary to set him right. The pupil who is checked to-day, set right to-morrow, encouraged the next day, and who has constantly kept before him a high standard of excellence, will irresistibly grow towards that standard.

It has grown the fashion of late to ridicule the idea of directing boyish impulses into honorable channels, and to speak with a sneer of the good little boy who chose to do right rather than wrong. Nobody wants the sanctimonious urchin, shorn of all boyish impulses, but we do want boys who have the germs of manhood so developed as to be willing to make proper reparation for wrongs committed, boys who have a respect for authority and age. Nor need we go beyond our own schools to find the power of the teacher's influence.

I doubt whether any of us know how many children are kept from our Public Schools because of the want of proper discipline and of a high moral, manly and womanly tone. Parents wish to send their children where they will be improved in character as well as in mental culture, and the distrust of our Public Schools in this respect takes from them many children who would otherwise attend them. Do we as teachers have as a conscious daily care the proper development of character in our pupils?

Language.—Under this head I include Dictation, Memory, School Libraries, Reading and Grammar.

Dictation I regard as one of the most valuable exercises in our schools. Children have at best but few ideas, and to the few they have they are unable to give expression. Give to the pupil the power of expression and you place in his hands the most valuable aid to thought; insist on exercises that call for original thought and you but weaken his power to think accurately, by adding to his stock of already vague ideas others yet more vague. Dictation has for its object the acquirement of a larger vocabulary, and accuracy in its use. A selection, varying in length from one to two or more pages, is read to the pupils, and they are required to reproduce it in as good language as they can command.

Indirectly the power of attention and the ability to select from what is heard all that is valuable are cultivated, and are of hardly less value than the power of expression.

Memory.—The exercise of committing pieces to memory serves the triple purpose of giving to pupils good ideas, well expressed, and the cultivation of the memory, though this last object is not a primary one.

I think we do not realize how much a systematic exercise of this kind can do towards familiarizing our pupils with many of the gems of our language, both in prose and verse. Not merely a familiarity with the proper forms of speech in their best usage would be gained, but such an acquaintance with elevating thoughts and good language as would almost insure the formation of good tastes. I think the cases are few in which it is not possible to direct unformed tastes into proper channels. If this is true, we have no right to neglect any exercise that will tend toward the accomplishment of this result. The neglect of this part of our work has been caused rather from a difficulty in obtaining suitable selections in a convenient form than from any other cause. The exercise receives proper attention in the High School.

School Libraries.—Whatever impulse may be given to the formation of good taste, or the desire for knowledge, should be encouraged by means at hand. I should be greatly pleased if Brookline would take the first step in this direction, and immediately begin the formation of libraries in every school-room in town suitable to the ages of the pupils. The libraries might be put to two excellent uses. The teacher might read from the books and talk about them as a systematic exercise once or twice a week, and also lend them as incentives to deserving pupils. Books that fall into pupils' hands, or are obtained by them, are too frequently of a character that fosters morbid tastes. This plan could not but tend to the formation of good taste.

Reading.—We have given more attention to reading this year than last, especially in the Primary Schools, though it does not even yet receive quite as much attention as it should. As an accomplishment alone, reading has very strong claims to careful attention. As an aid in obtaining an understanding of English in all its force, it is in the highest degree important. We have been directing our attention during the year to the correction of an error that had been strangely fallen into. It had grown to be the custom to spend much time in the preparation of a few pieces. These were read and re-read until they were known by heart, and until the proper intonation of every word was learned, the proper length to be given to the pauses, etc., errors entirely fatal to good reading; for the pupil was no better able to read a new piece properly than before. It was like learning to sing correctly a given piece of music. That piece might be learned to perfection without at all increasing the learner's knowledge of music or giving to him the power to learn, unaided, new music. So with this kind of practice in reading. The pupil is not taught how by the tone of his voice to give proper force to ideas that are emphatic, but simply how properly to read an abstract sen-

tence. To make good readers, sufficient ground must be gone over to make pupils acquainted with forcible expressions, and the manner in which the force is brought out. To know how to convey to the hearer just what the writer intended necessitates a knowledge of English indispensable to good education, and is among our most valuable exercises and worthy of very especial attention.

I hope to see the plan of using books of decided literary merit as reading books to supplement our ordinary text-books, fully carried out.

Truancy and Absenteeism.—Mr. Dearborn (our truant officer) is fast reducing his work to a system that enables him to attend to it more efficiently than when he began. He knows at sight every pupil in town who is likely to give trouble, and by directing his attention to them and keeping them within proper bounds, he has placed a great check upon the increase of their numbers. Truancy is comparatively rare. Absenteeism is reduced almost entirely to cases where it is impossible, under the law, to interfere, or where it is necessary. Mr. Dearborn's plan of visiting the homes of pupils suspected of truancy or of absence without sufficient reason, before the opening of schools, is one which must be of great service if carefully followed up. He has lent his willing assistance in many ways outside of his regular duty as truant officer.

Superintendent of Public Schools.—W. T. REID.

COHASSET.

The superintendent would also advise that the school-year be divided into three terms;—the first of twelve weeks, from the commencement of the fall term to the Thanksgiving vacation, followed by a vacation of two weeks; the second term should consist of sixteen weeks, ending the latter part of March, followed by a vacation of two weeks;—and the third to continue twelve weeks, to be followed by the long summer vacation of eight weeks. One great advantage of this arrangement would be to afford a long, uninterrupted term to those boys who can attend school only a part of the year.

Superintendent of Schools.—JOSEPH OSGOOD.

DEDHAM.

In our endeavor to carry out the recommendations of the State Board of Education with reference to drawing, your committee would say that the object sought is not, as formerly, the production of pencil sketches, and finally of paintings, but chiefly to train pupils in devising those forms that are used in the mechanical and productive arts.

There is no mechanic who is not aware that a knowledge of drawing, and the ability to work from plans drawn by others, have an important money value. There is no dealer in glass, porcelain, paper-hangings, carpets, calicoes, furniture, or worker in iron, silver and gold, who does not know that the beauty of the pattern greatly enhances the worth of the articles which he has for sale. It is stated by the State Director of Art Education, that in England, during the last five and twenty years, the cost of producing most of the products of industrial art has decreased by about one-half, through the invention of various machines, and the discovery of labor-saving processes, while the actual value of manufactured articles, taking one branch of manufactures with another, is nearly doubled; and this increased value of articles is chiefly due to the taste displayed in their design. This result has been obtained in England by exactly the same methods which it is now sought to introduce into our own country, with this advantage, that we have the results of England's experience for our guide and profit.

"If," says a leading newspaper of New England, "Massachusetts is to retain her relative position, it will be solely by the superior training and skill of her mechanics, growing out of the superior opportunities given them by her technical and drawing schools, and out of the stimulus afforded by the comparison and exchange of ideas." The introduction of industrial drawing into our schools brings gratuitously to the doors of our poorest citizen the privileges which, heretofore, only the rich could seek in foreign lands.

While, however, our teachers follow in the main the system proposed by the State Director of Art Education, and instruct their pupils in the construction of symmetrical forms and patterns, we would also make the drawing exercise a means of training to a closer observation of natural objects, and would supplement the production of geometrical outlines by occasional efforts to delineate leaves, flowers and animals, and to reproduce, as well as possible, the lights, shades and colors in the world around us.

In the ensuing year, it will be expected that pupils will have finished three books of Walter Smith's First Series before entering the master's department of the Grammar Schools. In the examination for admission to the High School next June, candidates will be prepared on four books of the series, and in 1875, on six books.

Chairman of School Committee.—CALVIN S. LOCKE.

FOXBOROUGH.

A good teacher is better worth a thousand dollars than a poor one so many cents. There is a risk in changing old friends for new. If

we possess good teachers, let us strive to retain them, even if we have to pay them salaries equal to those paid by neighboring towns. A good teacher, one who has charge of the intellectual and moral culture of our children, is certainly worthy of as great a pecuniary remuneration as any one who, in a mechanical or mercantile business, ministers to comparatively factitious wants. True economy is praiseworthy, but our children should not suffer for want of generous school appropriations, until there are fears that we shall suffer for want of comfortable food, clothing, and shelter.

School Committee.—E. W. CLARKE, W. E. HORTON, HENRY T. COMEY, CHARLES N. MORSE.

FRANKLIN.

We are sometimes made heartsick by listening to what is called a passable recitation, neither teacher nor scholar uttering a word or thought outside the written lesson; not showing any more interest in the lesson, nor apparently understanding the meaning thereof, any better than the parrot does her "pretty Polly."

It is the result of the labors of an unprepared teacher, of one who thinks she has achieved a triumph, if her pupils know the letter of the text, even though they are innocent of understanding its first principle.

O yes! But the trouble was, you did not ask the first question that called out the practical workings of the written lessons of the term, to show that you had aroused and put into practical operation, on the part of your pupils, the method of thinking for themselves; of deducing light and help from the rule or text, to solve all the mysteries of the problems given under it.

School Committee.—S. W. SQUIRE, GEORGE KING, GEO. W. WIGGIN.

HYDE PARK.

Graded Schools.—Every manufacturer and mechanic understands the immense advantage gained by that systematic and carefully adjusted division of labor which is everywhere essential to success. It is a wise economy of both money and time, and also produces far better results. And just what this systematic division of labor is in the factory and machine-shop, our system of grading is in our schools. It is in the broadest sense a wise economy, and produces the best results.

The time was, when arithmetic, grammar and geography, with reading, writing and spelling, included all the requirements in a majority of our schools; and indeed grammar and geography were somewhat optional studies, and frequently received comparatively little atten-

tion, until, by dint of good fortune or unconquerable enterprise, the scholar entered the Academy. Blackboard exercises and thorough illustrations were unknown in the Common School. Now, superadded to all these studies, which must be taught in every school, statute law specifies physiology, singing and drawing. Each of these, to be of any value to the scholars, must require labor and occupy time; and, when all these sciences are faithfully taught, the requirements of statute law are only met. As well may the manufacturer produce his fabrics by having each operative make his own yarns, color them, weave and dress his own cloth; or the machinist make his pattern, mould his iron, run the lathe, polish his work, and set up his machine, as for a teacher to take an ungraded school in any prominent city or town in this Commonwealth, and meet the requirements of the law. The more thoroughly the school is graded, the better and greater the work that can be done.

School Committee.—PERLEY B. DAVIS, *Chairman*; AMOS WEBSTER, *Secretary*; JOHN D. SHERMAN, THEODORE D. WELD, HOBART M. CABLE, ROBERT SCOTT.

MEDFIELD.

We are happy to see that drawing exercises are receiving some attention in our schools. Not many years ago, if a piece of paper and pencil were found at the scholar's desk, and he engaged in portraying a horse or a dog, a reprimand was given. The art of drawing was well enough in its proper place, but the Public School was not such a place. But if it can be taught only in schools of technology, most of our youth must remain ignorant of a branch of study which is fast rising in importance. A writer in the "Massachusetts Teacher" says that "Popular education in practical art, at least in drawing, which constitutes its leading element, is an entirely feasible thing. The instruction required for this purpose can be successfully given by the regular teachers of the Public Schools; indeed, if they are supplied with suitable books and other appliances, and if the pupils are examined in this as in other studies for promotion, it can be better given by them, with only their knowledge of the principles of teaching, than by expert draughtsmen who are ignorant of the teacher's art." "American artisans are learning that the more artistic the work they can do, the better the wages they can command; that, in truth, there is hardly any limit to such increase. They further find, in all varieties of building construction, that a knowledge only sufficient to enable them to interpret the working-drawings placed in their hands, will add one-third to their daily wages."

The legislature of Massachusetts passed a law in 1870 making instruction in drawing obligatory in all our Public Schools. We have

had pleasing evidence of not a little latent talent in the art of drawing in quite a number of our pupils during the year, and can but express the wish that such might have opportunity of cultivating this talent in a much higher degree.

School Committee.—J. M. R. EATON, J. R. CUSHMAN, R. T. LOMBARD.

MEDWAY.

Attendance.—The past year has been one of full schools—a fact pleasant to record. In accordance with a recent statute of the legislature, truant officers have been appointed. Good results already appear from their work, and we hope the town in general will sustain the committee, the officers, and the law, so that we may secure all the benefits possible, and may approximate yet nearer to universal education.

In behalf of the Board.—S. J. AXTELL, JR.

MILTON.

Drawing.—For three years teachers have been employed to give instruction in drawing in all the schools. The time devoted to this study is very brief, not exceeding one hour a week for each school, and of course the progress must be proportionately slow. But there is progress, decided and gratifying.

To one who sees only some of the “wretched scrawls” of the infantile hand, in the Primary School, the expenses incurred may indeed appear like money thrown away; and hence we sometimes hear the query, “To what purpose is this waste?” It is only necessary, however, to follow the progress of this work in the schools to be assured of the beneficial results.

Generally, it is seen in the improved penmanship throughout all our schools; not less in the precise and accurate manner in which diagrams and maps are drawn, and mathematical problems are placed upon the board. The committee would cite as examples the very neat and workmanlike specimens of bookkeeping in the High School. Specifically, it is seen in the progress of the scholars in the art of drawing. In some cases this is very marked.

School Committee.—ALBERT K. TEELE, GEORGE PENNIMAN, GEORGE A. FLETCHER, T. EDWIN RUGGLES, J. WALTER BRADLEE.

NEEDHAM.

One other point has forced itself upon the attention of the committee,—the want of more efficient central administration on the part of

the State. The Board of Education, in their thirty-sixth annual report, say : "Being invested by the statutes with limited powers, their responsibility is correspondingly restricted. They have no specific powers to undertake measures for the improvement of the Public Schools, or to prescribe any regulations respecting their management or instruction."

It results from this, that while our cities and towns are incurring heavy expenses in the matter of school buildings and the material appliances of education, there is reason to fear that Massachusetts is not maintaining her high place as regards the system of education. In fact, there can hardly be said to be any general system at all. While large towns support expensive methods of superintendence, having, however, no reference to each other, in smaller places the whole organization depends upon a committee, practically unpaid, and for the most part fully engaged in other business. Abstracts of school reports are published in a large volume, but there is no authority intrusted with embodying the results in definite legislation and in forcing it upon the attention of the general court. Our school statutes are therefore confined to a few generalities, and a certain amount of detail in matters of discipline. Like many other branches of administration the condition of education points to the necessity of the presence in the legislature of a state official having the power of guidance in legislation and responsibility for its results.

For the Committee.—GAMALIEL BRADFORD, *Chairman*.

QUINCY.

Particular attention has recently been given by the instructors and the committee to all cases of unexplained absence from school. The law on that subject was amended and altered by the last legislature, and made much more effective. Until the present year, it has been impossible to deal vigorously with truants, as there was no proper place for their separation from other scholars and their detention. This difficulty has now been obviated. The recent legislation has put it in the power of towns not having any truant school at their disposal to send their habitual truants to the Reform School at Monson. The new by-laws, passed at the last annual town meeting, have also been approved and registered. In this way, the whole machinery has at last, and for the first time, been made effective. The committee do not propose losing time putting it in motion.

On behalf of the Committee.—JOHN QUINCY ADAMS, *Chairman*.

RANDOLPH.

One of the greatest difficulties in our schools is the continued absence of the very scholars who most need the benefit of the teaching. And the ones chiefly to blame are the parents. When we have their coöperation we shall then begin to improve. And after furnishing houses, teachers and books, where it is necessary, we deem it the right of every tax-payer to demand that the children for whose benefit the money has been spent shall receive the benefit of it. It is not only a right belonging to the tax-payer, but it is the duty of every member of the community, to improve it by every means in his power; and we consider that this is one of the most powerful. The list of absences and the frivolous and trifling excuses, would dishearten any one who takes the least interest in our schools. Next year we hope for better results, as there seems to have been more interest taken by the parents this last year in visiting the schools.

School Committee.—NATHANIEL HOWARD, SOLOMON L. WHITE, JONATHAN WALES.

SHARON.

Free Text-Books.—The most radical change to many will be found in the furnishing of free text-books. Yet books are now furnished thus in many places by the failure of parents to provide them, the law that taxes parents for such not being enforced. But this method is the most expensive possible, for the books are given to scholars. We do not need to repeat what was said last year, but, in order to remove all possible objections, let us look at the system and the reasons for it in the light of the year's experience.

The System.—At its annual meeting in April, 1873, the town authorized the school committee "to purchase text-books for use in the Public Schools, said text-books to be the property of the town, and to be loaned to pupils under such regulations as the school committee may provide," and made an appropriation for the purpose. The plan adopted is very simple. The agent purchases all books at the most favorable terms, labels them as the property of the town, numbers and charges them to the several teachers, as called for. Teachers deliver and charge them to the pupils, as needed. At the close of the term all books are accounted for to the committee, and those not desired to be retained in vacation are deposited in trunks provided for the purpose.

We regarded the system, from the first, as experimental. But so clear did its advantages seem in theory, and in the light of its trial in other places, that we saw no reason to delay. If we did not like it we could at once give it up. The expense incurred at any time would

be less than it would have been to effect the proposed changes in the old way. Nothing could be lost; much might be gained. We applied it gradually, letting those who had books in use retain them for the present.

Its Propriety.—When we remember that the end we seek is the education of the children, it will be evident that we are in duty bound, not only to provide school-houses, instruction and some apparatus, but every needed facility for securing the end itself. Justice to all demands this. Our schools are to-day, in a new sense, Common Schools. All means of instruction are as free as the air. It is not possible for a parent to deprive his child of school privileges, to avoid depending on public charity; this sense of pride is not appealed to. All children have not been drawn to school by it, but absent ones are more clearly condemned for abuse of higher privileges. Some scholars have been kept longer in school by this means. The answer we were able to give to the personal inquiry, "Are the books free?" enabled several lads to be in school this winter. If it had been necessary to purchase new books, we fear the result. As it is, when any withdraw, the books remain; they have gained, and the community also. The tendency to lengthen school life can be judged only after years of trial; but from what we now know, we must attribute increased attendance in the higher classes to this, among other influences. There is a fitness and a force in the appeal thus presented to the children, to make the most of school.

Its Convenience.—This is seen in many respects. The first hour of the term the scholars all have their books. There is no occasion for the committee to examine whether they are supplied, and to supply them. He saves his time and trouble. The teacher has control of the books; how fully, will be seen when we speak of their condition.

Great aid has been received in classifying pupils. There was no need to ask what book one had; he received the book that he was qualified to use. The higher as well as the lower studies are alike free to all. All difficulties in this respect that have troubled us in the past have suddenly disappeared. The convenience to new-comers has been seen already. Seventeen children have been thus provided with books, none of whom, we think, had books that could be used in our schools. The system secures all, and more, than could be gained by uniformity of books.

The facility for exchanging books is worthy of notice. If present books are not the best, we have only to wait till they are used up, and we can then introduce new ones at an advantage. This must tend to the preparation of the best books, for merit only, not even economy, will determine their retention. A greater variety of books, also, can be secured without increased expense. Several series of reading books would cost no more than an equal number of one series. Our course

in arithmetic illustrates this. We could not well ask parents to buy both the elementary and the Common School books, but the town furnishes the additional facilities at less expense.

Its Economy.—The first cost has necessarily been less to the town at wholesale rates than to individual parents. In some cases this has been 40 per cent. on retail prices.

The actual expense is less than in any other way. In order to speak with authority in this matter, we have carefully examined every book owned by the town. By estimating 31 unused books at cost, 634 sound books at 75 per cent., 110 slightly-worn at 50 per cent., and 24 badly damaged at 25 per cent., we find that the stock on hand is worth \$316.90. These books, with 16 old Readers, now worthless, cost \$440.26; making the actual expense to the town, \$123.36. This, divided by the number of scholars in school during the year, gives 47 cents as the cost per scholar. It is also seen that the actual expense is about one-fourth of the amount expended. This expense is far less than we expected.

The condition of the books is a matter of practical importance. Are the books cared for as well as if owned by individuals? We answer decidedly, "Yes." When a right interest has been awakened in scholars by parents and teachers, we shall be able to say, Much better. Two books have been lost, valued at thirty cents, and six have been damaged to the amount of thirty cents; of which the town will not lose a cent. It would be interesting, if there were space, to give many incidents of the care used. While not required to cover books, most scholars have done so. Scarcely a book is defaced with a pencil-mark. Wherein there has been wanting due care, we feel that experience will correct the evil. Those who have never yet learned to take good care of their books at home, or in school, have, of course, something to learn, and it is not a matter of slight consequence that they now have the opportunity of learning this under the eye of the teacher. On the whole, we can speak with praise of the scholars' care and the teachers' watchfulness. The present stock of books is well-nigh as serviceable for next year as new ones would be. Little books will be used up in the year, but the larger ones will last in good order for years.

The system, also, gives efficiency to other appropriations. The amount expended for books will make the \$3,000 otherwise expended for schools go much farther towards realizing the end of schools. If any complain of the additional tax, it will be seen to be an addition of one cent to each dollar now paid.

Such are the results of a year's trial of the system. Everything has been new, and this interest will not aid us another year. But whatever we may lack in freshness in the future, we shall gain in the facility that experience affords. We congratulate the town on being

the first in the State to avail itself of whatever advantages belong to the system. We are confident that these facts will assure all citizens of the wisdom of their action, and of the desirableness of continuing the system. When its advantages are fully known its adoption must be general. Already we are not alone in the matter, and others are preparing to adopt it.

In behalf of the Committee.—S. INGERSOLL BRIANT, *Chairman*.

STOUGHTON.

We would say to the graduates of our High School intending to become teachers, that if they would supplement their education by a course at a Normal School, they would not only derive great benefit and pleasure to themselves, but would also readily be in demand, either at home or abroad—provided they were in all respects satisfactory. We stand in need to-day of thoroughly educated Normal School graduates, of the right sort for teachers, especially since drawing has become one of the required studies in our schools. As a general rule, our High School graduates are too young to enter at once upon the care of one of our large schools, and instead of patiently, or impatiently, waiting a year or two before they can secure one, we would urge them to spend the precious time, if possible, in fitting themselves, in the most thorough manner, for the noble occupation upon which they purpose to enter.

School Committee.—HENRY C. KIMBALL, C. DYER, JR., J. W. RICHARDSON.

WALPOLE.

No male teachers have been employed during the year, except in the High School, and we are inclined to believe that the schools are the better for it; not because we think women are always, or generally, better teachers than men (on that point we reserve an expression of our opinion), but because the young men whom we could afford to employ in our District Schools are generally immature, and without much, if any, experience in teaching; and not intending to make that their profession, have no strong desire, and make no serious effort, to be efficient and thorough teachers, but are satisfied if they can finish the term without particular discredit to themselves; while we can usually find ladies of sufficient education, whose characters are mature, who have had much experience, and who intend to teach for some years at least; whose reputation as teachers is valuable to them, and who therefore have a direct interest in doing the best service of which they are capable.

Chairman.—REV. G. R. BENT.

PLYMOUTH COUNTY.

ABINGTON.

What, then, is the lesson that the people of this nation are to learn, if they would have our agriculture, our manufactures, our commerce, and in fact all our various industries so prosper that we could successfully compete with the countries of the Old World? Is it not the perfecting of our educational system so as to secure a high mental and a broad practical discipline? Intellectual culture, which means the regular and symmetrical development of the mental faculties, has been with many educators the great object of their seeking. The ambition of such has been gratified in seeing our Public Schools and seminaries of learning annually sending out thousands of intellectually highly disciplined young men and women, whose only knowledge of the practical principles that relate to our daily business and are the basis of our national existence, is the little they have been able to gain in the intervals of study, when the curriculum of the school has been superseded by the actual experiences of practical life. Such a system of instruction is obviously defective. Our educational institutions should offer to the youth that seek their advantages, first, an opportunity for acquiring a knowledge of the fundamental branches essential to every position or avocation in life; secondly, the privilege of pursuing the special studies which pertain to their chosen calling. The introduction of free hand drawing into the schools of the State, and the establishment of Free Evening and Industrial Schools in the cities, must be considered as evidences of an enlightened action in this direction.

School Committee.—JAMES H. GLEASON, SAMUEL DYER, FRANKLIN POOLE.

BRIDGEWATER.

The mechanic in New England, to-day, does not find competition local; he has to contend, we may say, with the whole world. Steamboats, railroads, telegraphic wires and submarine cables have wrought great changes in farming, as well as in our mechanical and commercial industries. The farmer on the Atlantic seaboard, with his impoverished soil, has for his competitors in many products the farmers of

the West, and also those of other sections of the globe. He will find it difficult enough to compete with them when he becomes better acquainted with the chemical nature of his soils.

The time has arrived when the American mechanic has to throw all his energies, skill and talent into his vocation, in order to find himself on a level with his brother mechanic across the Atlantic, in the manufacture of almost any article. Our artisans in many respects are far behind those of the "Old World." We refer to this subject to remind our youth that it is very necessary for them to become masters of their profession. An acquaintance with drawing will be of almost incalculable benefit to many of them.

Some may think, if new studies are added, the old ones will not receive proper attention.

It may be found that nearly all the branches now pursued might be abridged somewhat without diminishing the amount of useful knowledge obtained. If parents, teachers and children do their duty, is it necessary for our children to remain in school eight or ten years to learn spelling, reading, grammar, geography and arithmetic? We would have them familiar with all these branches, but would not let them spend eight or ten years upon what ought to be learned in seven.

School Committee.—PHILANDER D. LEONARD, GEORGE HOOPER, THEO. F. WRIGHT.

BROCKTON.

It is sometimes said that improvement in our schools has not kept pace with the increased amount of money raised for their support; and there are not a few who think that the education given to the children of the present day is not better than that given in former times. It has doubtless been noticed by those who visit our schools, and can remember what they were in former years, that our advanced scholars are younger than scholars of like grade, thirty or forty years ago. Young men and young women of somewhat mature years were then found in the school-room. It was a common thing for many in the country, who were in the summer engaged on the farm or in other labor, to give their time in the winter months to the school. Their age and experience led them to appreciate their limited advantages, and perhaps in the few studies pursued they made as great advancement as is now made. Boys and girls now get through their education at an earlier age. The pursuits of business call them, and they are impatient to begin the work in which they expect to engage for a livelihood. Many of the children in our town graduate from the Primary School, and enter upon no higher grade, and the most of them finish their course of school education just as their age is enabling

them to appreciate in some degree the value of the studies they are pursuing.

Drawing.—Since the introduction of the system of drawing prepared by Mr. Walter Smith, State Director of Art Education, there have been very decided improvements in the instruction given by teachers and in the progress made by the pupils. It has been a matter of surprise to many that very young scholars can do so well in this department. In some instances, faculties apparently dormant have been wonderfully awakened, which nothing else in the school seemed to arouse. Some of the teachers affirm that in this particular it has already paid for all it has cost.

In the course of instruction in our Public Schools, the subject of morals and good manners should by no means be overlooked. Too little is done in our schools to inspire our youth with the desire of possessing an incorruptible character. This should be constantly held before them as the noblest of all possessions, without which the acquisitions of the intellect will be of little value to themselves or to their fellow men. We often stand amazed in view of the prevalence of vice and crime in our land. We are sickened with the developments of bribery and corruption in high places. We tremble for the stability of our free institutions. We therefore most earnestly call upon the teachers of our schools, upon parents and all instructors of youth, to use their utmost endeavors to plant in the minds of those committed to their trust the seeds of truth, integrity and nobleness. Make use of every possible means to inspire them with a love for moral excellence. Let them see in your lives, as well as in your instructions, the beauty of a character founded upon the immortal principles of truth and righteousness.

Superintendent.—C. W. WOOD.

CARVER.

The first proposition we would urge upon your consideration relates to the absolute necessity of coöperation of the home circle and the school-room. A teacher must be "something more or less than human," who can achieve any notable success, without the concurrent action and sympathy of the parents. To suppose a school can be set in motion, and run successfully for a term of months, without any practical outside sympathy or auxiliary aid, is a lamentable delusion, that cannot be too thoroughly dispelled. We believe this to be a practical suggestion, worthy of your most candid and earnest attention.

School Committee.—PELEG MCFARLIN, S. F. MCFARLIN, E. T. PRATT.

HALIFAX.

I can but think that all fair-minded citizens among us, who have the education of our youth at heart, can but see that it is an utter waste of time and money to support so many schools. What one among us would think of cultivating forty or fifty acres of land, and get no more return than he could from ten? He would pursue the course that almost all farmers have done,—cultivate the ten acres and let the rest grow up to pine, instead of following in the example set by his forefathers, simply because it was a custom with them. This is what I would do with our schools,—discontinue a part of them that the rest might be made more profitable.

I know it is urged by some to be impracticable on account of distance, but I think this could be remedied. Even now it is an excuse by many for not sending their children to school, that it is too far, and under the reduced system it could be no worse. In looking over the record of attendance during the year, I found that those scholars who were the most punctual were those who lived the greatest distance from the school-houses.

Superintendent of Public Schools.—GEORGE W. HAYWARD.

HINGHAM.

Morals and Manners.—Before closing this report, I wish to speak particularly upon this topic. This should be a regular branch of instruction in our schools. Lectures upon this subject should be given every day by the teachers; they should aim not only to make good scholars, but good citizens. Now, teachers can hardly realize how much they may do in this direction, if they only will. A word spoken occasionally, a careless or ungentlemanly habit corrected, may do very much towards making of their scholars nobler and better men and women. If this is all that teachers care about in their schools—to accomplish such a number of pages in arithmetic grammar and geography, that they may thus retain their places—they had better be dismissed at once. If this is to be the result of our course of study, it had better never have been planned. Arithmetic and grammar and geography are of little account compared with right behavior. Of what use is our education if our children grow up rude and boorish? The chief end of education is to cultivate us, to refine us, to make us fit for society and for the world. Let us then see to it that these ends are accomplished. It is the highest compliment that can be paid to a teacher, to say that her scholars are ladylike or gentlemanly. I hope

that a text-book upon morals and manners may ere long be introduced into our schools, and thus we may be sure of regular instruction on this subject.

Superintendent.—A. G. JENNINGS.

MARION.

I will present one fact which needs special attention. It is the non-attendance at the closing examinations of the schools. Many of the scholars, particularly the larger ones, some few weeks or days before the close of the term, will withdraw themselves from the school-room. This "exodus," once commenced, will increase until, in some cases, one-half of the scholars will have left before the close, which was the case in the Centre school the last term. Making all due allowance for sickness, I am satisfied that no valid excuse can be given by many of those who have adopted this practice. The practice is morally wrong, and parents who permit it or connive at it are doing their children a great injury.

Superintendent.—S. B. ALLEN.

PLYMOUTH.

By-Laws concerning Truant Children and Absentees from School.

1. Any of the persons described in the first section of the "Act concerning Truant Children and Absentees from School," passed May 2, 1873, upon conviction of any offence therein described, shall be committed to the State Primary School at Monson, for such time, not exceeding two years, as such judge, justice, or court, having jurisdiction of the same, may determine.

2. Any child between the ages of seven and fifteen, who, while a member of any school, shall absent himself from school without the consent of his teacher and parent, or guardian, shall be deemed a truant.

3. Any child between the ages of eight and twelve who shall not attend some Public School or suitable institution of instruction, at least twelve weeks in a year, six of which shall be consecutive in the summer term, and six of which shall be consecutive in the winter term, shall be deemed an absentee.

4. The school committee shall annually choose three or more truant officers, whose duty it shall be to make complaints in case of violation of these by-laws, for the purpose of carrying into execution

the sentence thereof, who shall receive such compensation for their services as the school committee shall determine.

5. It shall be the duty of every truant officer to inquire diligently concerning all persons between the ages aforesaid, who seem to be idle and vagrant, or who, whether employed or unemployed, appear to be growing up in ignorance, and to enter a complaint against any one unlawfully absent from school or violating any of these by-laws.

6. It shall be the duty of every truant officer, prior to making any complaint before a justice, to notify the truant or absentee child and its parent or guardian, of the penalty of the offence. If he can obtain satisfactory pledges of reformation, which pledges shall be subsequently kept, he shall forbear to prosecute.

School Committee.—ALBERT MASON, GEORGE A. TEWKSBURY, CHAS. G. DAVIS, LEMUEL BRADFORD, 2d, C. B. STODDARD, B. A. HATHAWAY.

PLYMPTON.

The constant changing of teachers is a most serious drawback in our schools. An artisan or mechanic must understand the materials upon which he is at work, or all his attempts will miserably fail. How much more does the teacher need a thorough knowledge of the disposition and ability of each scholar, if she would labor intelligently and successfully! To obtain this knowledge is a work of time. At the commencement of every term much valuable time is necessarily lost, before a stranger can arrange classes intelligently or discipline wisely.

Children are not a uniform set of machines, of which one only needs to understand one of them, in order to control the entire set. Each child requires different treatment from every other, or sad results may follow. The timid are to be encouraged, the sluggish aroused, the too ambitious wisely restrained, the evil-disposed led to see, if possible, the deformity of the wrong and the beauty there is in whatever is pure, good, and true.

School Committee.—REBECCA W. PARKER, NANCIE S. LORING, EUDORA H. PERKINS.

SCITUATE.

Every man has a physical, an intellectual and a moral nature; neither of these should be despised, neither neglected; no one should be cultivated at the expense of another.

These interests are not, as is sometimes thought, incompatible with each other; on the other hand, they mutually support and assist each

other. The highest type of a man is the one who has a healthful body, a vigorous intellect, and a good heart.

Not only our personal interests, but our public prosperity and our liberties depend largely upon the intelligence of the people. Despotism can do without schools, but Republicanism, never!

Superintendent.—C. S. NUTTER.

WEST BRIDGEWATER.

I wish to call particular attention to the prevailing method of teaching grammar in our schools. Such a waste of precious time seems to me inexcusable, and demands a radical and speedy reform. What is grammar? Webster and Worcester define it, as the art of speaking and writing language correctly. Does the prevailing method of teaching grammar, impart this art? I unhesitatingly answer, it does not. The great mass of pupils, fail to see the adaptation of the means to the end sought. How shall this art be imparted? By means of daily exercises in spoken and written language, under the direction of a competent instructor. When should the teaching of grammar commence? Spoken grammar, when the child begins to talk; written grammar, when the child begins to write.

Superintendent.—CYRUS LEONARD.

SUFFOLK COUNTY.

BOSTON.

GIRLS' HIGH SCHOOL.

The studies of the advanced year are all elective. Scholars are then old enough to know for themselves, or they have been with us long enough for us to know what studies suit them best, and upon these only we propose to have them enter as advanced students. We hope that the complete and comprehensive course now offered will induce many of our scholars to remain longer than has been usual hitherto, and that it will attract scholars who have passed through other schools. The higher education of woman, about which so much is said now-a-days, is attainable in these advanced studies. They may be extended, if there is a demand for their extension, and a fourth year may be followed by

a fifth and sixth. This would not be at the expense of the three years hitherto constituting the course; far otherwise. Those three years would be improved, and their tone would be raised by the influence of the higher studies in the years following.

The industrial studies are all elective also. Some of our scholars are to earn their daily bread, and in other ways than teaching. To such it will be a very great advantage to get some idea of the difference between skilled and unskilled labor, and, if possible, to acquire some degree of skilled labor themselves. This is the object of the industrial studies upon our programme. They are not intended to prepare our scholars for business occupations, except in a general way; but this alone will help them to obtain much better occupations than if they went without it. Book-keeping may be more of a special object, and to give those who take it a reasonable prospect of acquiring it, we propose that it shall be taken in place of mathematics in the middle year. It cannot be learned as an extra study.

This much of an elective element will add, it is believed, to the character and efficiency of the school.

For the Committee, CHARLES L. FLINT, Chairman.

BOSTON NORMAL SCHOOL.

This school has just completed its twenty-first year, having been established by the city council, on the recommendation of the school committee, in 1852. The vote establishing it was twenty-nine to eight in the common council, and unanimous in the board of aldermen.

As there was no High School for girls, various High School studies were gradually introduced into the Normal School, until the Normal element came to hold a secondary place.

A desire more fully to meet the wants of the Public Schools, for a supply of competent teachers, led the school committee, in 1872, to restore the Normal School to its original condition, as a separate institution.

Provisions for the accommodation of the school were made by the city council in September, 1872.

The past year has been one of faithful and successful labor on the part of both pupils and teachers. Seventy young ladies, mostly graduates of our High Schools, availed themselves of the advantages of the Normal School.

The committee are gratified in being able to report the school as promising even more for the coming year than for the past. The number of pupils is greater, every seat being filled; and the earnestness with which they enter upon the special preparation for their future work gives assurance of their progress as pupils, and their future usefulness to the city as teachers.

The committee cordially commend the Normal School to the constant watchfulness of the school board, as an institution indispensable to the best interests of the Public Schools of Boston.

For the Committee, CHARLES HUTCHINS, Chairman.

SUPERINTENDENT'S REPORT.

Hygiene again.—This important topic was touched upon in my last report, in respect to one of its phases. I spoke only of some of the school practices and arrangements as affecting the health of pupils. Parents were very generally gratified with what I said, because I criticised the schools, but teachers probably thought me somewhat unjust, because I did not also criticise the home life and habits of children as affecting their health. But it would be a mistake to suppose that I intended to throw upon teachers all the responsibility in respect to the physical well-being of our school children. Nothing was farther from my intention. If the physical treatment of children at home were what it should be, the teachers' tasks would be greatly lightened, and their labors would be rendered far more successful. But I hold that inasmuch as the physical treatment of children at home is very far from being what it should be, there is so much the more need of giving them judicious physical treatment at school. And, besides, until better hygienic ideas and practices are taught in the schools, we cannot expect a general reform of the homes in hygienic matters. Hygienic reforms in the homes must be wrought out through the agency of schools. Parents are ignorant of hygienic laws, and through their ignorance suffer their children to indulge in practices injurious to their health, because they themselves were not properly taught in respect to these matters while they were pupils. But the present generation of teachers and school officials is not responsible for the ignorance and consequent faults of the parents who did not come under their tuition.

Parents often do great injustice to the teachers and the whole school system by charging upon them the ill-health of their children, which is really due to home causes. The school is the most convenient scape-goat for the physical sins of the home; and, on the other hand, teachers are often too ready to attribute the ill-health of their children wholly to mismanagement at home, when their own mismanagement has had a share at least in producing it.

The masters of the districts should be strictly held responsible for the hygienic management of the pupils under their charge. They are supposed to have the requisite knowledge for attending to this matter, and they are sufficiently released from class instruction to afford them time to supervise and direct their assistants, where supervision and direction are needed, in the discharge of all their duties. And yet

there may be some question as to whether this business is as yet attended to, in all cases, with sufficient thoroughness.

Through defects of school architecture, although ours is comparatively so excellent, and the ignorance of parents and teachers, scores and probably hundreds of our school children are constantly doing injury to their eyesight. In my report for September, 1869, I briefly called attention to this topic, and referred to a valuable paper on the subject, by Dr. Henry W. Williams. This distinguished oculist has rendered still further service to the cause of school hygiene, by the translation and publication of a paper on the "Causes and Prevention of Near-sightedness," by Dr. Kampf, an Austrian surgeon of high authority. The following paragraphs from this translation will make it plain, I think, that educators ought to understand something about the means of preventing the eyes of school children and students from receiving injury from injudicious use:—

"The researches, prosecuted with great industry and untiring perseverance, by Dr. Cohn, of Breslau, upon the refractive condition of the eyes of 10,000 school children, have led to this noteworthy result: That, in all classes, from the lower schools up to the University, there was a great proportion of near-sighted pupils; and, furthermore, that this anomalous condition was met with more frequently in the city than in the country schools, and in the higher more than in the lower classes. This general result appears little surprising but the detailed statements respecting the percentage of the same classes, showing the enormous increase of the defects as they reach the higher schools, may well excite astonishment.

"The village schools show but 1.4 per cent. of near-sighted children, the Primary town schools 6.6 per cent., the Intermediate schools 10.3 per cent.; in the higher schools the proportion reaches 21 per cent., while in the University it is 40 per cent., almost one-half the whole number of students. From these reliable, carefully-elaborated data, the following conclusions necessarily follow:—

"1. That nearly the same proportion of near-sightedness will be found among all highly educated people.

"2. That the number of near-sighted persons must increase in rapid proportion with the raising of the standard of scientific cultivation.

"3. That with the presumptive increase of culture in the future, we are on the direct road to become a generation of short-sighted people; unless, knowing these facts, we resolve to take measures whereby the tendency to excessive increase of learning, augmenting these defects of refraction to a hazardous degree, may meet with energetic opposition."

The inducing causes, leading to acquired, or to the increase of congenital near-sight, are originated, says Dr. Kampf:—

"1. By bringing objects too near during continuous use of the eyes.

"2. By insufficient light.

"3. By unsuitable use of spectacles.

"4. By opacities of the transparent media.

"To counteract these injurious influences must, therefore, be the basis of preventive treatment. The principal cause of near-sightedness is found in the too near approximation of objects while the eyes are employed upon small things, and insufficiency of light necessitates the bringing of objects near the eyes, thus calling forth the whole series of morbid phenomena. The means of preventing near-sightedness must consist chiefly in averting the mischievous effect of its exciting causes, by combating them in the family and the school.

"We must, first of all, endeavor to make these important matters as clear as possible to the comprehension of the mass of the people by means of widely circulated popular articles, in which the injurious influences to which the eyes are exposed during the juvenile period should be described in detail. In every family, preservative rules should be watchfully observed, in order that clear vision may be retained. It should be understood that a bent position of the head in study is hurtful.

"Special vigilance and attention should be exercised with regard to the children of the Common Schools, as well as those who are to be sent to the higher schools. The plans, the site, the lighting of the school-houses, must be adjusted to meet the requirements of modern knowledge. The relatively too great height of the desks, and the imperfect lighting of our school-rooms, are great evils, because they lead to the bringing of objects too near the eyes, and thus involve the inordinate exercise of the accommodative power.

"A school-room should be in a brightly-lighted situation, and should have ample window spaces. The pupils should occupy seats with desks of less than 45° of inclination, placed at a distance of ten or twelve inches from the eyes. The hours of study should be suitably regulated, and the injurious overburdening with home lessons diminished. Pale ink, bad type, too fine or too closely printed characters, too fine pens, too dark paper,—in short, all those agencies which exert hurtful influences, by creating a strain upon the eyes, should be done away with."

The new modification of our school architecture, whereby many of the school-rooms are provided with windows only on one side, demands careful consideration with reference to its effect on the eyesight of pupils. The danger is that the light will be insufficient, especially on cloudy days.

Morals and Manners.—These two subjects of instruction are very properly connected together in the programmes of our schools. They are required to be taught orally, without the use of any prescribed text-books, "by anecdotes, examples and precepts, and by amplifying and applying the hints and suggestions relating to these topics contained in the reading lessons." Everybody admits the desirableness of making these matters subjects of instruction in school education, and yet, practically, they are too much neglected in all our schools. Teachers sometimes give, as their excuse for this neglect, that they receive no credit for their labors in this direction, the progress of their pupils in their studies being the main object of inquiry by their committees. Many teachers, however, do, I am sure, most conscientiously exert themselves to train their pupils to good morals and good manners, and if these labors do not tell to their credit in the percentage of

scholarship, they are certainly set down to their account in the heavenly record of good works. But if such a reward does not afford motive enough for fidelity in this useful service, it may be suggested that this kind of work "pays" in the mere selfish and worldly point of view, or, perhaps, it would be more correct to say that it would pay, if it were possible for this sort of training to be done effectively for merely selfish ends. But I would put the matter in this way : Suppose a teacher to say to himself, "I get no credit for training my pupils in good morals and manners, but I cannot be a true teacher if I neglect this duty, and so I will do this duty even if I am not rewarded for it." And he acts accordingly. The result will be, that he will not only confer a great benefit upon his pupils in the cultivation of their moral sentiments and in training them to good behavior, but he will at the same time accomplish more for them intellectually, and with less wear and tear to himself, than he would have accomplished by devoting himself exclusively to their intellectual training. And thus indirectly he gets credit for the good work, which he had resolved to do solely from a sense of duty.

THE BOSTON COLLECTIVE EXHIBITION AT THE VIENNA EXPOSITION, 1873.

It seems proper that I should embody in this report an account of the exhibition of our educational system which was made at Vienna. This account naturally divides itself into two parts : first, the catalogue of the articles comprised in the exhibition, preceded by an outline of our system of schools, as prepared for the jury of the Educational Group ; and, second, the results of the comparison of our exhibition with those of other cities and countries.

Outline of the Boston System of Public Schools.—The system of public instruction in Boston is under the control and management of a board of school committee, consisting of the mayor, who is *ex officio* both a member and the president, the president of the lower branch of the city council, and ninety-six members elected by the people, for the term of three years, six being chosen in each of the sixteen wards of the city. This board annually elects a superintendent of schools, and a secretary, and holds regular meetings once a month. The city council takes charge of the purchasing of the school lots, the erection, repairing and care of school-houses, and of the providing of fuel, the city superintendent of public buildings being the executive officer employed in this service. The board of school committee is by law invested with full power to determine the number and qualifications of teachers, to elect the same and to fix their salaries.

By the school law of the State of Massachusetts, the city of Boston is required to maintain elementary schools, for the instruction of all children, for six months in each year ; and one High School, for

instruction in the Greek, Latin and French languages, and in the higher branches of an English education, is to be kept open ten months in the year. Tuition must be free, and a sum of money must be annually raised by taxation on all property in the municipality, to defray the school expenses, exclusive of the cost of buildings, equal to three dollars for every person in the city between five and fifteen years of age. But the actual provisions for education have been made by the city authorities, in accordance with the sentiments of the people, on a far more liberal scale than the strict legal obligations required, not only in respect to the number and kinds of schools provided, and the length of time they are kept open, but also in the matter of taxation for school purposes, the amount of money raised by voluntary tax being more than six times the obligatory sum.

The history of the system begins as early as 1635, when, only five years after the commencement of the settlement of the town by Puritan colonists from England, a free Public School for boys was ordered to be set up, by a vote of the people in town meeting. Girls were first admitted to the privileges of the Public Schools in 1789, but until 1828 they were allowed to attend only half the year. Within the last fifty years, the system has been largely developed and extended, by the addition of new provisions for higher instruction, and also for more systematic and thorough training in the first stages of the elementary course. This system of public instruction, exclusive of the special schools which belong to it, consists of three grades of schools, the Primary, Grammar and High.

Pupils are admitted to the Primary grade at five years of age. The course is arranged for six classes and three years. Boys and girls attend together, and are taught together in all branches.

The Grammar Schools are designed to receive the pupils from the Primary Schools at eight years of age and upwards, and carry them on through a thorough course of practical elementary instruction. The course is arranged for six classes and six years.

The High Schools differ from each other somewhat in their purposes and functions.

The Public Latin School, the first Public School established in the city, has, until recently, been quite strictly limited to the function of fitting boys for the College or University. Its present course is arranged for six classes, or six years, candidates being admitted at twelve years, and resembles that of the upper six classes of the German Real Gymnasium.

The English High School is intended to furnish those boys who have completed the course of study prescribed for the Grammar Schools, with the opportunity of pursuing more advanced studies, and of acquiring a thorough and liberal English education. The regular course is

arranged for three classes and three years; there is a supplementary course of one year. French is taught in the former, and German and Latin in the latter. The school resembles the German Real School.

The Girls' High School is designed to furnish for girls, so far as is practicable and desirable, the advantages for culture afforded by both of the above-named High Schools. The regular course is arranged for three years, and there is a supplementary course of one year.

The Highlands High School is for both sexes, the classes and courses being much like those of the English High, except that Latin is allowed to some extent in the second and third years. Boys and girls attend the same classes, and occupy the same study-rooms.

The Dorchester High School is also, like the preceding, for both sexes. It has two courses, both for four years, the one classical and the other English. Boys are prepared for College or the counting-room, and girls have all the advantages usually afforded in the higher courses of instruction.

Of the special schools, the Normal is the most important. It is a professional training school, to qualify female teachers for the Public Schools of this city. The course is for one year, and candidates must be at least seventeen years of age, and be able to pass examination in the usual High School branches.

The Licensed Minors' Schools are for newsboys and bootblacks, who must attend two hours a day, or forfeit their licenses.

The Deaf-Mute School is free to the inhabitants of the city, the State paying a part of the cost of tuition. The speaking system is taught in accordance with the science of *visible speech*, as developed by Professor A. Graham Bell.

The Kindergarten School has been in operation for several years. The Evening Schools are of three kinds, but all are for both sexes. There are five Evening Industrial Drawing Schools, in which all the various stages of drawing are taught; one Evening High School, in which Latin, French, German, Mathematics, Physics, Book-keeping and Industrial Drawing are taught; ten Elementary Evening Schools.

Summary of Statistics.

Population.—Population of the city, United States census,

1870, 250,701

Number of children between five and fifteen years, 1872, . 46,144

School Accommodations.—Number of school-houses, . . . 103

Number of school-rooms, 810

Number of class-rooms, 24

Number of assembly halls, 40

Number of sittings (single desks and chairs), . . . 44,892

Present value of school-houses and lots, . . . \$6,540,097 00

Expenditures.—Amount expended, exclusive of school-

| | |
|--|----------------|
| houses, 1872, | \$1,216,597 65 |
| Average cost, per scholar, for day-schools, | 33 57 |
| Amount expended for school-houses the last five years, . | 1,689,219 83 |
| Total expenditure for schools the last five years, . . | 6,780,195 15 |

Statistical Chart.—The following is the substance of the chart prepared for Vienna, exclusive of statistics of the Public School system :—

Total population by United States census of 1870, 250,701; actual valuation of taxable property, \$682,724,300; total amount of taxes paid, \$7,759,842; per capita of total population, \$30.95; school population (5 to 15 years) by enumeration of 1872, 46,144; actual valuation of school property, \$6,260,097; amount of school taxes for current expenses, \$1,251,600; per capita of total population, \$4.99; total number of scholars enrolled, 57,214; number enrolled in Public Schools, 44,074; number enrolled in private institutions of all grades, 13,140; total number of teachers, public and private, 1,694; number of members of City School Board, 98; name of President, Henry L. Pierce; name of Secretary, Barnard Capen; name of Superintendent, John D. Philbrick.

Orphan Asylums.—Number, 14; number of instructors, 37; number of inmates, 1,344.

Private Schools and Academics.—Number, 93; number of instructors, 358; number of scholars, 8,247.

Business Colleges.—Number, 5; number of instructors, 19; number of scholars, 717.

Schools of Pharmacy.—Number, 1; number of instructors, 3; number of scholars, 75.

Schools of Dentistry.—Number, 2; number of instructors, 15; number of scholars, 40.

Female Colleges.—Number, 2; number of instructors, 31; number of scholars, 173.

Colleges.—Number, 1; number of instructors, 8; number of scholars, 145.

Schools of Theology.—Number, 1; number of instructors, 7; number of scholars, 94; volumes in libraries, 5,000.

Schools of Medicine.—Number, 2; number of instructors, 35; number of scholars, 195; volumes in libraries, 3,300.

Schools of Law.—Number, 1; number of instructors, 14; number of scholars, 68; volumes in libraries, 600.

Polytechnic Schools.—Number, 1; number of instructors, 36; number of scholars, 356; volumes in libraries, 3,000.

Public Libraries.—Number, 14; number of volumes, 456,427; number of pamphlets, 232,900; number of maps, charts, etc., 1,344; value of collections, \$1,132,500; value of buildings, etc., \$1,026,700.

Art Museums.—Number, 1; number of paintings and engravings, 1,000; number of statues and casts, 200; number of students, —; value of collections, \$100,000; value of buildings, etc., \$400,000.

Scientific Museums.—Number, 1; number of specimens in collections, —; volumes in libraries, 10,000; number of readers, —; value of collections, \$100,000; value of buildings, etc., \$138,000.

Sunday Schools.—Number, 157; number of instructors, 4,450; number of scholars, 43,540; volumes in libraries, 83,700; number of churches, 155; value of church property, \$6,688,400.

Associations for Mutual Improvement.

| C H A R A C T E R . | Number. | Number of Members. | V A L U E O F — | | |
|--------------------------|---------|--------------------------|-----------------|--------------|----------------------|
| | | | Libraries. | Collections. | Instruments, etc. |
| Literary and Historical, | 8 | 2,404 | \$24,350 00 | \$10,700 00 | \$800 00 |
| Scientific, | 5 | 1,657 | 125,000 00 | — | — |
| Artistic and Mutual, . . | 9 | 3,035 | 19,550 00 | 1,500 00 | 2,100 00 |
| Professional, | 17 | 2,221 | 77,725 00 | 8,100 00 | — |
| Mental and Moral Cult., | 6 | 4,100 | — | — | — |

Comparative View.—We now come to the practical question of the comparative merit of the Boston exposition. The award to Boston of the Grand Diploma of Honor expresses the verdict of the International Jury. By this award the jury meant to say that Boston made the best exhibit of any American city, and, moreover, that the exhibit was of such a character and on such a scale as to justify the awarding of this distinction, only two other cities receiving similar honor; namely, Vienna and Berlin. The jury did not mean to express the opinion that the system of public instruction in Boston was absolutely the best in America, but that it made the best representation in Vienna. And of the superiority of Boston in this respect there was no room to doubt.

But it may be interesting and profitable to know the position of Boston at the Exposition, as compared, not only with the cities of this country, but also with the foremost cities of culture in other parts of the world.

In certain leading particulars this comparison can be made with a good degree of correctness. And first with respect to the means and support of the schools; here Boston leads all other large cities. In no other one is there so large an amount raised by taxation for the education of each child of the school age.

In respect to school architecture, while we made a better showing than any other American city, we were quite eclipsed by some of the European cities; that is, in some of the foreign cities, school-houses have recently been erected which are architecturally and pedagogically superior to anything we had to show. The city of Vienna has individual school buildings vastly better than the best in Boston; but if you take all the school buildings in Vienna, the good and bad together, the average character of the accommodations afforded to all the children of that city is perhaps not equal to the average accom-

modations provided for the children of Boston. What I mean to say is this, that Vienna knows how to build, and has built, school edifices which are more durable, more safe, more convenient, more costly and more beautiful than any Boston has yet built, or is likely to build, in the near future. The reason of this is, that in Vienna, when a school-house is planned, it is done by the combined science and wisdom of the most accomplished architects, and the most accomplished pedagogists. No mere whim of a school-master, and no mere whim of an inexperienced and uneducated architect is allowed to control the design.

In the matter of the school furniture, America is clearly ahead of all other parts of the world, and the Boston exhibition of furniture, comprising single desks and chairs in oak, was, in my judgment, take it all in all, the best thing that America has yet produced; it was, at any rate, the best brought to the Exposition from any source, and was so judged by the committee of experts appointed by the International Jury. I showed this furniture to His Majesty the Emperor of Austria, as an object particularly worthy of his attention, and gave him to understand that every child in the city of Boston was supplied with such furniture. This statement was, I think, the most surprising thing I could tell to any European educator. This furniture was contributed by Joseph L. Ross, of this city, not only the oldest manufacturer of school furniture in America, but the first who undertook this branch of business as a specialty, who incurred an expense for the Boston contribution of nearly five hundred dollars, without any claim or expectation of a return, either in money or honor; and it is right to say that, without his contribution, the Boston exhibition would have been a comparative failure. He received a Medal of Merit.

The set of physical apparatus was admitted by all to be more extensive, and of better quality in all respects, than any set on exhibition designed for elementary schools.

The Educational Chart was the thing of which we had good reason to be proud, both on account of its mechanical execution and the completeness of the statistical summary which it contained. This summary comprised the most important statistics of the educational institutions in the city, both public and private, the public libraries, the Sunday schools and Sunday school libraries, scientific museums, and the associations and organizations for scientific, professional, literary and moral improvement.

The system of musical instruction in our schools, as represented by the last report of the Chairman of the Committee on Music, Dr. J. Baxter Upham, the programme for musical instruction in the different grades of schools, the musical text-books by Messrs. Eichberg, Sharland, Holt and Mason, and especially the four series of musical

charts by Luther W. Mason, was unanimously and emphatically declared by the able committee of experts on this subject to be the best in existence. The charts, which are the fruit of many years of labor and experiments by Mr. Mason, were regarded as vastly superior to everything else of the kind known to exist, and accordingly their author was honored by the award of a Medal of Merit. From the personal observations subsequently made, I was unexpectedly convinced, that the musical instruction given in our schools is at least equal in excellence to that of the most cultivated cities of Germany. Our extraordinary proficiency in this branch of education reflects the highest credit upon our teachers, upon the committee on music, whose wisely directed efforts have so largely contributed to this success, and especially upon the chairman, Dr. Upham, who for more than fifteen years has been the leading spirit in devising, advocating and executing the measures which have resulted in this achievement.

The two branches of scholars' work which show best on paper are writing and drawing. Writing is much better taught in Europe than in America. In the matter of drawing, Boston is just now probably taking the lead of American cities; but what we have accomplished thus far is only a mere beginning in comparison with what is done in some of the cities of Europe.

Superintendent of Public Schools.—JOHN D. PHILBRICK.

CHELSEA.

Absences from School.—Closely akin to tardiness and truancy, and yet somewhat different, is the habit of being absent from school, a half day at one time, a whole day at another, and frequently scholars will not be in school for six consecutive days during a whole quarter. The evils resulting therefrom are greater than most people think.

It is embarrassing to the teachers, a drag on the class, and can only hinder the progress of the absentees.

It is matter of the greatest astonishment how parents can be willing to permit their children to absent themselves for such trifling reasons as they give. And it is very inconsistent to find fault with teachers and schools and committee, when such absentees fail to get promotion, or have to be sent back. It is an evil of greater magnitude than can be made to appear without going into the actual figures, and it ought to be abated, as it can be, with the earnest coöperation of parents; but, alas! in this matter it is the parents who are chiefly to blame.

Some members of the board have been, and may now be, opposed to any resort to corporal punishment, under any circumstances; and, with a view to its abolishment, introduced the following order, which,

without much thought having been bestowed on it, without any one anticipating the result, was passed at a meeting of the board which was not fully attended, and by a majority of one.

The following is the order :—

Voted, That corporal punishment should be so far discouraged as a means of enforcing discipline in the schools of our city, that no teacher shall be allowed to adopt it, in any case hereafter, unless by direction of the sub-committee of the school.

This order was hardly dry on the records, before all the boys in the city had heard of it. And none rejoiced more over it than those boys who stand in awe of nothing else. And the result was confusion.

It was practically an abolishment of corporal punishment. Teachers found it difficult to consult with sub-committees every time there was a case of insubordination, and had to send from the school numbers of boys. This did not annoy the boys much, but it acted as an incentive to other boys to be insubordinate also ; and the consequence was, disorder in the schools, where corporal punishment is felt to be sometimes the only resort. During the month the above vote was in operation, numbers of parents made complaints that their children had been turned out of school, and they reasonably questioned the justice of their exclusion, when a little corporal correction would have brought them to order.

At the next regular meeting of the board, which was October 10th, the following order was introduced and passed :—

In view of the unexpected and unfavorable results, in some of our schools, of the vote relating to corporal punishment, passed at its last meeting by this board, that vote is hereby rescinded ; but, lest this action should be misapprehended by our teachers, they are hereby cautioned never to inflict such punishment under the influence of passion, and not to resort to it until other and milder measures have been resorted to without success.

This vote was passed at a full meeting of the board, by a vote of eight to two.

It can be seen by any fair mind, that the school board of 1873 are not advocates of corporal punishment, for itself or in itself considered. Every member would gladly have it dispensed with, if possible, but they have become convinced that the surest way to abolish it in practice is to retain it in theory ; in other words, if the teachers have the authority to use the rod, they will not have as much occasion to resort to it as if they were deprived of the authority. The board believe they are the best teachers who keep order and resort least to the use of the rod ; but the best teachers find themselves hampered when the power is taken from them. So the matter is left by this board just

where they found it, and all will rejoice if the wisdom of their successors shall be competent to entirely abolish the rod, without detriment to the schools, and loss of education to the pupils.

Drawing and Drawing School.—The teaching of drawing in our Public Schools is no longer an experiment, but one of the regular branches of instruction, and the board are satisfied of the wisdom of its introduction. Its influence on the taste of the people, to say nothing more, can only be elevating.

The Free Evening Drawing School which, by a recent state law, we have been called upon to establish, is doing a good work for those who care to avail themselves of its privileges. Its success, so far as numbers are concerned, has this year been overwhelming. The committee found it difficult to find room for all who applied. The arrangement of using the hall of the Shurtleff School for the Evening Drawing School, is attended with many disadvantages, as well as considerable expense. The drawing tables have to be cleared out of the hall at the close of the school, to make room for the assembling of the scholars of the Grammar School, and then returned to the hall before the Drawing School meets again. And this suggests the wisdom, propriety and economy of securing some suitable room, which will not be thus affected.

The success of this Evening Drawing School, where young and old can pursue the study together, suggests the query whether it might not be wise for the city to establish, on other two evenings of the week, courses of instruction in some branches of science or natural philosophy. Would it not do much toward lessening the number of that class whose evening hours are spent on the public streets, or in worse places? The policy indicated and inaugurated by the establishment of the Free Evening Drawing School deserves the encouragement of every good citizen.

For the Committee.—JOHN B. GREEN.

WORCESTER COUNTY.

ATHOL.

We suggest, for careful consideration, whether it would not be well for the town to furnish all the schools with text-books. In repeated instances, pupils, and even whole classes, have been interrupted in

their work because some of the parents delay or refuse to get for their children the books they need. Sometimes parents wish their children to study only certain branches. In certain cases these wishes are well founded, and should be regarded; but generally they are mere whims. The day has gone by when children should be taught merely "to read, write and cipher." It is best, with rare exceptions, for all to take the prescribed course of study; and if books were furnished, one great obstacle, which the school board always has to encounter, would be removed. The plan proposed is, we think, just and reasonable. It has in its favor all that can be said of building school-houses, employing teachers, and supporting schools at the public expense.

History.—This is now "a required study," and it has been introduced, the past year, into the First Intermediate Schools and all higher grades. Your committee are fully convinced of the importance of this branch of study in our Public Schools, from the fact, that many of the teachers who presented themselves for examination were lamentably ignorant of the most notable facts of history, even of the history of our own country. The progress made in this branch of study during the year has been very satisfactory.

School Committee.—D. H. STODDARD, GEORGE W. HORR, H. A. STEARNS.

BARRE.

The introduction of drawing into our schools is an important event in their history, at the present time, and is destined to make them of much greater practical value. Knowledge and education are by no means altogether obtained by the reasoning processes; other faculties must receive attention,—the voice and ear, the eye and hand. It has been well said, that the art of drawing, "which educates the eye and hand, gives facility to express the thoughts and plans of the mechanic and engineer, the fancies of the designer, the recollections of the traveller, and the conceptions of the creative artist." We do not propose to make artists, but to put our children in possession of the means whereby their usefulness will be greatly enhanced, more intelligence and skill will be put into the various departments of industry, and our instructors of children will have at their command one of the most admirable and effective means of enforcing and illustrating instruction.

We found, among all our teachers, but one capable of giving practical instruction in this study. In view of this state of things, we deemed it obligatory upon us to supply the want the best we could, and were most fortunate in obtaining the services of Mr. J. M. Stone, whose education in this country and Europe had fitted him with rare accomplishments as an instructor in this department. Our teachers

entered heartily into the plan, and nearly all took a course of twenty lessons, of Mr. Stone, in freehand drawing, partly at the expense of the town. The good results of this instruction, as well as the thorough and practical instruction in penmanship, have been seen in our schools the past winter, and will continue to be felt.

During the fall term, the schools were closed a few days, to give our teachers an opportunity to attend the Teachers' Institute at Ware. Some twenty in all, including our acting teachers, those who have taught, and some who were fitting for teachers, attended, took a lively interest in the advantages it offered, and received the kind hospitality of the citizens of the place. If any one doubts the wisdom of giving our teachers this time, their doubts would have been dispelled by visiting the schools the succeeding weeks, and noticing with what a new and cheery zest they entered upon their daily round of labor, with enlarged ideas and a higher appreciation of the importance of the position they occupy.

And here we wish to be indulged in the remark, that we hope our State Board of Education will devise some way whereby a greater number of the teachers of the State shall receive special preparation in the art of teaching. The Normal Schools do not and cannot begin to supply what is needed in this direction. The successful graduates of our Normal Schools are all swallowed up by our large towns and cities, and a vast majority of the teachers of the country schools enter upon their duties without any special preparation for their important work. The second Normal School ever established in the State or country, was established in this town. Its removal to Westfield was a loss to the towns of central Massachusetts, which has been sorely felt; and, as the main objections to its location here have been overcome by our present railroad facilities, may we not hope that at least the State may institute a Normal or Training School department in connection with our Academy.

School Committee.—T. P. ROOT, CHAUNCY LORING, MRS. C. A. S. BATES.

BLACKSTONE.

Absenteeism.—We believe the greatest hindrance in the way of progress in our village schools, is absenteeism; many of the pupils being out from one to three days a week throughout the term. And then parents complain that their children are "learning nothing." It would be surprising if they did. There is no good reason for such a state of affairs; for, the greater number of these are too young to be of sufficient service at home to in the least justify their parents in keeping them from school. Parents surely cannot realize the great responsibility that rests upon them, and do not think they are accounta-

ble for all the disadvantages under which their children afterwards labor, through their neglect to give them a proper school education.

School Committee.—HENRY C. KIMBALL, LOUIS A. COOK, HORACE A. BENSON, ROB'T BOOTH, JOHN S. NEEDHAM, WELCOME A. THAYER.

BOLTON.

“Upon what principle shall we educate in this town?” should be the question. “Shall we be satisfied with the eternal dependence on text-books, and the mere getting of *words*? or shall we demand, of scholars not only, but, emphatically, of teachers, that they shall use their unassisted wits, and practise their powers of observation in finding out *things*?” Of course, this improved method is a teaching and learning out of your own brain, so to speak. What is wanted, though, if not just that? Is it a task to teach in this fashion? Does it require too much study of things that be not easy at hand in so many words, in the book? Granted that there is exertion about it; but that is the beauty of it. And certainly faithful teachers expect to exert themselves. How important are teachers, indeed! What pruning would be, if those teachers only were secured who should have trained themselves to rely upon their brains, as well as their books!

School Committee.—E. FITZ GERALD, A. R. POWERS, R. S. EDES.

CLINTON.

In regard to absence from school, the truant officer has made it a rule to visit the home of the absentee to ascertain the cause of absence. Sometimes reasonable excuses have been given; but often it has been found that the parents had kept children out of school for running errands, collecting swill, and other services which might be done out of school hours. Previous to the beginning of each term, the officer visits the several mills and shops in town, where children are employed, to see if any have not attended school the length of time required by law, and if such are found, the employers are notified, and in all cases have cheerfully discharged the children, that they might attend school.

For the Committee.—FRANKLIN FORBES, *Chairman*.

FITCHBURG.

I will speak of a single other thing—the salaries of the teachers. They are low, low absolutely, low relatively. I refer now particularly to the salaries of the assistants in the Grammar Schools, and

of the teachers in the grades below. We can hardly expect to secure as good teachers for \$400 or less, as other cities for \$500 or more. At the same time, there is so great a difference in teachers, in their experience, their education, their professional training, their ability to control, their tact, their power before a class, their willingness to devote themselves, body and soul, to the work, that no uniform salary can be fixed upon, that shall not be liable to do injustice, or to some extent ignore real worth. On the other hand, if the services of each are estimated upon their merits, the decision would be exceedingly difficult, and the idea of salaries would be abandoned, and teachers would be hired and paid as men are hired in shops and stores. To assist in making proper discrimination, and avoid the difficulty of having no fixed salary, cannot a course somewhat like this be adopted?

Let the teachers be divided into classes. Let those constitute the first class who have had no experience as teachers, and no professional training, either in Normal or Training Schools, but who are able to bear a thorough examination in the common English branches.

Let those constitute the second class who have had a successful experience of two years, or have enjoyed the advantages of Normal Schools or Training Schools, and who, in addition to the examination above referred to, can bear an examination in the theory and practice of teaching, in vocal music and freehand drawing.

Let those constitute the third class who, in addition to the requirements of the second class, can pass an examination in physical geography, physiology, botany and natural philosophy.

Let those constitute the fourth class who, in addition to the requirements of the third class, can pass an examination in algebra, geometry, chemistry, zoölogy and geology.

Let those constitute a special class who, in addition to the excellences sought in the other classes, show remarkable fitness for responsible positions or especial fitness for particular departments, and let their pay be regulated by the committee. Such a classification would enable the committee to place a superior teacher in a Primary School, would give the children the advantage of her acquisitions, and the teacher the pay due her attainments. Its tendency would be to prevent girls with only a Grammar School education from seeking teachers' places; to retain in the High School until graduation those who wish to teach, and lead them to seek then some professional training; to make those now teaching labor to improve their methods and extend their studies, to receive more readily any suggestions for their good, and avail themselves more promptly of any opportunities for their improvement; in a word, to make teaching a profession, and those engaged in teaching worthy of the profession.

In accordance with a recommendation made in my report last July, and your action upon it, the visiting committee of the Day Street Grammar School employed an additional teacher—Miss Caroline J. Dresser—to be in part an assistant in that school, and in part a training teacher for the teachers of the Primary and Secondary Schools in that vicinity. Miss Dresser is a graduate from the Normal School at Westfield, and a teacher of several years' experience in the Public Schools of Springfield. A training teacher has been a new element in our schools, and, I think, a most valuable one. For this term, Miss Dresser has spent the greater part of the day in the Primary and Secondary Schools in the Day Street building; sometimes conducting the exercises herself, sometimes seeing how the teachers did their work, and rendering valuable assistance, by question, by suggestion and by kindly criticism. At half past three o'clock, when the Primary Schools are dismissed, the teachers of the Primaries and Secondaries, from almost all parts of the city, met Miss Dresser, at the Day Street school-house, for instruction for an hour or an hour and a half in methods of teaching.

So interested have the teachers been in these lessons, and so benefited by them, that they have come from South Fitchburg, and from the Wachusett School, a distance of from two to three miles, and the attendance has been much greater and more constant than I had dared to hope. The effect has been very apparent in the schools. Instead of seeking to keep the children still, and repressing all their activities, or leaving them to take the direction of mischief, something has been given them to do, and teaching and school have been a new thing to teacher and pupil.

Superintendent of Schools.—E. A. HUBBARD.

GARDNER.

Drawing has been ranked among the fine arts, attainable only by the few, and having a value rather æsthetic than practical. Hence it received but little attention in this country till the beautiful and ornamental were required in connection with the practical and useful. This has given it a place in our Common Schools. Nowhere else has this art been studied on so grand a scale as is contemplated by the recent law of Massachusetts, making drawing one of the branches required to be taught in all of our Public Schools. With such qualifications as a part of our teachers already possessed, and others were able to secure during the summer, Walter Smith's System of Drawing was introduced into our elementary schools in the autumn, and commendable progress has been made by some of the classes, while others

have done but little. It will receive more encouragement and less opposition when the advantages to be derived from a knowledge of it are better understood. It is not expected that all will become artists who pursue the study of drawing in our schools, but they will become better artisans and mechanics by this training of the eye and the hand, the judgment and the taste; and where genius exists, it will germinate, and, when it has outgrown the Common School, will find a higher place, where it will perfect itself and go forth to adorn society.

The regular studies of the schools have not suffered by the introduction of music and drawing, but more improvement has generally been made than heretofore, and this improvement has been especially noticeable in those schools which have done most in these new studies.

The last legislature passed a law making it the duty of the school committee to "prescribe, as far as practicable, a course of studies and exercises to be pursued in the Public Schools." A compliance with this law will do much to raise the standard and improve the character of our schools. Teachers and pupils will understand how much is to be done, and the matter of special interest to each will be, how well it can be done. More thoroughness will be the result, a larger attendance, and a more general desire to complete the course of studies placed before them.

School Committee.—JAMES EMERSON, J. M. MOORE.

HARDWICK.

We have had the past year twenty-five and twenty-six weeks of schooling in each district. This is a very small margin above what the law requires. We find that the best teachers will not generally accept positions which afford them employment for so small a part of the year. Had the appropriation been five hundred dollars larger, or as it was three years ago, we could easily have had thirty weeks of school. But we ought to have at least thirty-six weeks of school—three terms, of twelve weeks each. That would leave sixteen weeks for vacations, which we believe to be the most that can be profitably afforded. Under the present arrangement, the town is so extravagant of time, as to be from twenty-five to twenty-seven weeks without any schools.

It is a great waste of both time and money to employ persons as teachers who are poorly qualified for the work; but we must make the schools a certain length, any way, and when the appropriation is so small, we must employ those who will work that time for what we can pay them. The committee have no alternative, and the candidates for teaching have no stimulus, in public sentiment, at least, to better qualify themselves for their difficult work. Let us make the trial, for

at least one year, with a good, generous appropriation. We cannot have highly profitable schools until we are able to secure efficient teachers, and keep them long enough to have their power felt.

Superintendent.—W. D. BROWN. *Committee.*—A. M. ORCUTT, W. H. STOWE, L. D. TROW.

HARVARD.

Children who mind at home are not often found rebellious at school. Once in a while such a rare instance is found, but you are sure not to hear that child finding much fault with the teacher at home; and especially will not such fault-finding be encouraged. Your committee are convinced that a large share of the trouble which they have had is occasioned by a wrong attitude on the part of the parents toward the teachers. Our teachers are not perfect, but it is the duty of all to sustain them. Too often parents yield to the whims of their children, and take them out of school. A worse thing for the children could hardly be done. The results of such training are apparent in the constant fault-finding in which these children indulge. Parents must work with the committee and teacher, if we would have our schools what they may and should be, a blessing to our youth, and an honor to our town.

School Committee.—A. J. SAWYER, DANIEL F. GODDARD, A. E. TRACY.

HOLDEN.

Teachers' meetings have been held during the year, in which discussions have been had upon the best methods of imparting instruction in the various branches taught in our schools, and upon the importance of school government and the best methods of securing it. And although the results of these meetings may not have been all that could be desired, yet I believe they have had a beneficial effect upon our schools. In this connection it is proper to state that some of our teachers, fully appreciating the importance of a thorough education to fit them for their work, left teaching, and are attending school; and though this fact compelled me to employ inexperienced teachers for the winter term, yet I was willing to undergo this risk of inexperience, if thereby our own "home talent" could become more efficient.

Superintendent.—G. T. ROOD.

HUBBARDSTON.

Tardinesses.—The fact that there were seven hundred and six instances of tardiness in our schools for the year, is appalling, as it

indicates a habit which, if not corrected, will work evil, not to our schools only, but in every department of life. Punctuality is one of the cardinal virtues. There is a growing laxness in regard to this matter, that involves an immense loss of time and patience. Some people are habitually late, and by being behind time often produce great disturbance. Funerals, weddings and public meetings are scarcely expected to begin at the hour appointed. "It is one o'clock till it is two," has almost come to be a principle of action, and it is a disgrace to our civilization. This evil will never be corrected till our scholars learn to be punctual at school.

We want teachers who love their employment, and have some enthusiasm in it, and who make it their employment; and not simply something to be done between times, to replenish their purses. They must devote their best energies to the work, and aim to be constantly improving themselves in it. The State is furnishing increased facilities for such improvement, in larger appropriations for Teachers' Institutes, and in the new and improved Normal Schools, and all who propose to teach should be ambitious to improve these opportunities. Young men, or young women, do not enter upon this work unless you feel it to be a noble calling, demanding your best energies and attainments, nor unless you mean to excel in it. Better dig, or beg, than to try to train immortal minds when you have no love for the work. To keep school is one thing, and it is sometimes like keeping the jail. The children are glad when they have served out their three months' sentence. Teaching children and youth is quite another thing. Under the true teacher, the scholars are not in bondage under a taskmaster. Outside the family you will scarcely find more tender relations than exist between such a teacher and those of his charge, nor more touching farewells than are spoken when, for the last time, he says, "School is dismissed."

Do you ask how we are to get such teachers as these? The first thing is to demand them, and be satisfied with no other. The demand will create the supply. If we are contented with second or third rate teachers, we shall always have them, and enough of them. Those who are preparing to teach will fit themselves according to the standard which exists in the community. There is no such means for supplying this want as to have good schools. The principal training of our teachers must be in our Common Schools. Persons of the highest culture in the Academy and College are often the poorest teachers, because they know but little about Common Schools. Every poor school is putting farther away the day when we shall have this supply of the right kind of teachers.

School Committee.—JOHN M. STOW, SARAH E. MAREAN, HORACE UNDERWOOD.

LANCASTER.

Music and Drawing.—A beginning has been made, in accordance with the statutes which require or permit the study of music and drawing in the Public Schools. In the High School, the instruction in drawing has been thorough, and the scholars have engaged in it with more than common interest. The progress has been quite gratifying. In the other schools, not much has been done, if we except Miss Humphrey's Primary department in South Lancaster. In a few schools, some attention has been paid to map drawing. The practice of drawing will be taken up in all the schools during the coming year, if practicable. Prof. Krüsi's series of Drawing Books has been adopted.

School Laws.—We would call the attention of teachers and parents to the importance of their having some knowledge of the statutes in relation to schools. Through ignorance, parents sometimes undertake to direct teachers in regard to the government of their children; and there are cases where they have been to the school-house, and, in the presence of the scholars, have arraigned the conduct of the teacher. This is not only an offence, but it is a violation of law. There are parents who neglect to give their children the means of education. Some, in violation of law, keep them at work while they should be in school.

Teachers, also, should know their rights, as well as duties. They should not be imposed upon by those who undertake to interfere with their schools. We find, also, that teachers do not always know the law in relation to unruly scholars. The first impulse is to relieve the school of the presence of a scholar whom it is difficult to govern. Such scholars are sent home. This is all right, if word is immediately sent to the committee, who only have the power of expulsion. And this power ought not to be used except in the gravest cases. In former times, expulsion was very rare. The scholar was kept in school, as the best place for him, and he was required to mind. Nothing is worse for a bad pupil than expulsion. He loses his opportunity to learn; and he loses the benefit of being obliged to obey. In cities and large towns, the practice of expulsion can be followed more safely, because they have truant schools, and city reform schools, and houses of correction, in which bad boys and girls can be placed. But it is a question whether, in such places, it would not be better to have the requisite authority used in the school-house. With us, it is very important that unruly children should go to school, and be made to respect the authority of the teacher. In case of entire refusal to obey, expulsion must follow.

School Committee.—A. P. MARVIN, C. L. WILDER, Jr., F. H. THOMPSON.

LEICESTER.

The best interests of the schools demand that the laws against truancy should be strictly complied with, and that all parents and all citizens should coöperate with the town authorities in enforcing them. Every case of truancy should be at once reported to the truant officer, or to the school committee; also, violations of the law, if any, in regard to children employed in factories, or not having the annual amount of schooling required by law. Truancy has been very greatly reduced in those places where laws against it are enforced; in the city of Boston, for instance, sixty per cent. "In the State of New York, where no such law exists, the average attendance on all schools, public and private, amounts only to one-half the whole number; and that, although the State makes a very large expenditure for its schools,—not less, including all schools, than ten millions of dollars annually."

From the recent report of a New York Committee on Education we take the following important statements, and with a few observations growing out of them, close our report:—

"The American doctrine is, that the property of the State shall educate the children of the State, and that public education is public economy. The city of New York pays more to restrain and punish a few thousand criminals, who become such mainly from the want of education, than to educate the two hundred and thirty thousand children, who last year attended its Public Schools.

"In France, from 1867 to 1869, one-half the inhabitants could neither read nor write, and this half furnished ninety-five per cent. of those arrested, and eighty-seven per cent. of those convicted of crime. In our six New England States, only seven per cent. of the inhabitants over ten years of age can neither read nor write, and this small minority commits eighty per cent. of the crime. In New York and Pennsylvania, an ignorant person commits seven times the number of crimes that a person who can read and write commits, and in the whole country the proportion rises to ten times."

And the schools should be not only places of instruction in what is called the common branches of knowledge, but also places where the duty of speaking the truth is taught, where obedience to parents, respect to those of advanced age, and kindness to one another, are inculcated; where, in fine, the priceless lesson of "doing to others as we would that others should do to us" is taught, by precept and example. To a great and valuable extent they are taught now. We could not dispense with the good influences which the schools now exert in this direction, for double—no, not for ten times, the amount which the town gives to maintain them. It is this which explains why it is that, as a rule, the educated and intelligent man or woman makes a better citizen and member of society than the ignorant one, more ready to oppose and redress wrong and uphold the right.

Morals and manners are very closely allied; good character and good behavior are almost inseparable. Indeed, manners are an exponent and test of character. We would not be understood to speak of those manners which are all outside,—and which therefore may be put on and put off at will; but of those which spring from an inward source of good feeling, and from a sense of the rights of others. Of these also our schools should be nurseries and fountains. That they already are so, we very well know; and we depend upon them for much more, even for a perpetual work towards this great end.

School Committee.—SAMUEL MAY, A. H. COOLIDGE, LEWIS HOLMES, H. O. SMITH, A. E. SMITH.

LEOMINSTER.

To this end, the committee would suggest to the young and inexperienced aspirants for the position of teachers, that their first efforts in teaching would be more likely to conduce to the public good if they would make beforehand some special preparation for their peculiar business. The office of teacher is too important, the success of the school is too dependent upon the capability and fitness of the incumbent of that office, to be intrusted to the care of those who have taken no pains to learn even the first principles of the art of teaching.

The physical welfare of the scholars, as well as their mental and moral training, should receive also the thoughtful attention of all teachers. The progress of the child in study depends very much upon the healthful condition of its body. The laws of hygiene should be intelligently applied by teachers for the health and happiness of those under their charge. The temperature of the school should be regulated, and proper ventilation secured; the tasks of the scholars should be adapted to their capabilities and constitutional peculiarities, and study be relieved by proper intervals of recreation and open-air exercise. In short, the application of the principles of physiology should subserve the promotion of health among the members of the school. And in this connection it may with propriety be added, that scholars should not be encouraged to study their lessons much at home. Six hours a day, spent in study and recitations, is as much time as the young children in our schools ought to devote to brain-work. Recreation, useful labor and select reading should engage their attention, chiefly, out of school. Moreover, if they learn their lessons at home, they will have but little to do in the school-room, and therefore will be liable to contract idle or vicious habits.

School Committee.—C. C. FIELD, J. H. RICE, H. A. BODDEN.

MENDON.

It is very desirable that more attention should be paid, in all our schools, to the construction of sentences and the writing of compositions. This is a very valuable exercise, and is one of the most practical means of teaching grammar, which, as we learned years ago, "is the art of speaking and writing the English language correctly." As soon as the child can construct the simplest sentence, he should be required to do so frequently. And in the writing of what are technically called compositions, let all who can wield a pen or pencil take a part, confining them, of course, to familiar subjects. It is surprising how readily the younger scholars will take hold of this exercise, which brings into practical use many of the daily lessons of the school-room. Some of the most polished writers of our country commenced very early in life to "put their thoughts upon paper."

Most of our lawyers, physicians, clergymen, etc., after graduating from college, pass through a professional school before they enter upon their life-long work. And generally they succeed all the better for the thorough training received for their chosen profession. So also, in the mechanic arts and mercantile pursuits, time must be given to "learn the trade," before a person is considered competent to assume the duties thereof. If, then, it is necessary in other departments, to have a special training to insure success therein, certainly our teachers should have some preparation for their great work. The Normal Schools have been established by the State, and are maintained at great expense, for this very purpose. They give instruction relative to the management and government of the school, and point out the best methods of teaching the various branches. In fact, information is imparted upon all those subjects in which almost every young teacher needs instruction.

During a portion of the year we have had employed in one of our schools a graduate of the Framingham Normal School; and the ease, quietness and methodical way in which she did her work was very refreshing, and most satisfactory. Yet we do not mean to say that every one graduating from the Normal School will become a first-class teacher. But we do believe that all thus prepared for teaching will succeed better than they otherwise would have done. True, we have had some excellent teachers who have never attended a Normal School; but their success is due either to some natural aptness to teach, or to long service in the vocation. Its great importance is our only excuse for calling attention to this need of more preparation for their duties, on the part of those who are to assume the teacher's responsibilities.

It has been suggested, and the suggestion is worthy of careful consideration, that the town or city should furnish all the pupils of our schools with proper text-books. We are well aware of the opposition such a proposition would meet with in many towns. Could any better measure be devised, we should rejoice. It would certainly be desirable that the most equitable plan should be adopted. The law wisely provides that all the people of the State shall be taxed for the support of schools. But it will not avail much to send the child to school without a book to learn his lesson from. Hence it is thought that the State should go a little further, and require books to be furnished to every child, free of expense, so that all impediments to his acquisition of knowledge may be removed. We hope some practical and satisfactory way of reaching the end desired may be devised.

In the year 1850, a law was passed by the legislature, requiring physiology and hygiene to be taught in all our Public Schools where "the school committee shall deem it expedient." Furthermore, all teachers were to be examined in their knowledge of, and ability to give instruction in, these branches of education; and for several years, in many towns, this study was a prominent one in the schools. But most unfortunately, in 1860, upon the revision of the statutes, that clause requiring teachers to be examined in this branch of knowledge was omitted. Since that time, little attention has been given to such instruction in many Public Schools—a circumstance much to be lamented. The reënactment of a law, similar to that of 1850, is most imperatively called for, so that when the children leave the Common School, they shall be well instructed in the principles whereon depends a healthy, vigorous and well-ordered life. It is because we are profoundly impressed with a sense of the great wrong done to the young, to send them from the school-room so utterly ignorant as many of them are of the mechanism of their own bodies, "so fearfully and wonderfully made," that we speak thus decidedly upon this matter.

Superintendent.—GEORGE F. CLARK. *Committee.*—GUSTAVUS B. WILLIAMS, LOWELL C. COOK, A. W. JUDSON, ELIAS T. BATES, EZEKIEL P. GASKILL, HOMER W. DARLING.

NORTHBRIDGE.

Text-books.—The retail value of text-books used in our schools, excepting stationery and the books used in the High School, amounts to between eleven and twelve hundred dollars. If they were diminished one-third in bulk, and correspondingly in price, and the money expended in brains, it would be an improvement. The pleasing task to editors and publishers of extending these books into series of three or four volumes, has contributed largely to rendering the work of a

teacher to be simply that of requiring the scholar to commit to memory the words of the text-book, and our schools to be a sort of stuffing apparatus, of but little value in training the mind of the pupil. Pupils are expected to master the text-book, and we have never succeeded in accomplishing that result. Perhaps there is no branch of study where there is proportionally more money expended for text-books, and time in study, with poorer results, than in geography. We do not know how to remedy it, and would like to see some plan proposed that would enable us to get better results in less time.

School Committee.—J. LASELLE, H. A. GOODELL, GEORGE BENSON, W. H. WHITIN, CHARLES O. BACHELOR, R. R. CLARKE.

NORTH BROOKFIELD.

It is more than negligence, it is criminal, in any town to fail to secure, by all possible means, the best education possible for the children within its borders. Leaving out of consideration the higher law of duty and privilege, the instinct of self-preservation should lead us to make such provision and adopt such measures, as will place the children of our town during at least ten of the formative years of their life, under the controlling and moulding influences of teachers well trained and adapted to their work.

It is a statement proven by experience, that "crime depends upon ignorance." In France, from 1867 to 1869, one-half of the inhabitants could neither read nor write. These were the closing years of the empire, and a fitting inaugural to the distress and sufferings of the days of the siege, and of the Commune, closing a war as disastrous to France as it is suggestive to the world.

During the period above named, the illiteracy of France furnished ninety-five per cent. of the arrested criminals, and eighty-seven per cent. of the convicted ones.

Eighty per cent. of the crimes of Massachusetts are committed by seven per cent. of the population; and these are the grossly illiterate. Taking the country at large, the illiterate commit ten times as many crimes as the educated.

Our prisons, jails, houses of correction, schools of reform, the costs of arrests and prosecution, the maintenance of our criminal courts, cost vastly more than our schools.

It is said—and with some, if not entire truthfulness—that schools are more effective than churches in preventing crime. In view of such statements and truth, we may well ask, In a moral, in a religious, in an economical, even in a selfish, point of view, what is the duty of any State or community?

Is it not to give the best energies of some of their best men to the

work of perfecting, as far as possible, the system of Common School education?

School Committee.—G. H. DEBEVOISE, C. E. COOLEGE, J. T. GULLIVER, J. H. LANE, JOHN HILL, CHARLES PARKMAN, JOHN N. PROUTY, ALVIN HOWE, DANIEL DRAKE.

PETERSHAM.

During a brief visit to the British Provinces, we were forcibly impressed with some of the features embodied in their system of education, chief among which was the thorough and rigid training to which all persons desirous of becoming teachers were subjected. Their preparatory schools are perhaps not superior to our Normal Schools, yet all are required to graduate at these schools before they are permitted to teach. The result is, all their teachers are educated up to a certain standard, and with a definite end in view; while, with us, many of the persons employed as teachers have hardly become familiar with the first principles of an education, and hence are quite unfit for the responsible position which they seek to occupy.

The result can hardly fail to be appreciated by any one at all conversant with educational matters; and until our teachers are required by law to be educated to a higher standard, our Common Schools must inevitably fall far short of what they otherwise might be. True, the expense of such teachers would of necessity be greater, but we believe it would prove a wise and profitable investment, and one whose influence for good could not fail to manifest itself in the future prosperity of our schools.

School Committee.—LEWIS W. LORING, S. B. COOK.

PHILLIPSTON.

Every year, our Common School system is opening up a wider field or range of mental activity for the common people; and those parents who would not have their children take a lower stand in society, or in intellectual attainments, than those around them, should see to it that they promote the good cause by taking a personal interest in their schools, not as fault-finders without reason, but as aids to both pupils and teachers, by all the means and appliances within their power; and especially ought this to be done by the manifestation of that interest and sympathy in all that pertains to the school duties, that is so well calculated to stimulate and encourage both teachers and scholars.

Chairman of School Committee.—HENRY S. WARD.

RUTLAND.

We once more urge upon you the importance of reducing the number of our schools, either by closing some of our school-houses, and making provision for the scholars in the adjoining districts, or by putting two schools together, having the school taught a part of the time in one house and a part in the other, as the town or district may direct, or in some other way which your wisdom may adopt. As the schools are now situated, the four largest schools, containing 136 scholars, averaging 34 per school, cost the town \$850, or \$6.25 per scholar for tuition, exclusive of wood and the care of the school-houses; and the remaining six schools, containing 87 scholars, averaging 14 scholars per school, cost the town \$1,097, or \$9.18 per scholar; and if we add twenty dollars per school for wood and care of school-houses, the expense of tuition in the four largest schools would not be one-half as much per scholar as it would be in the six smaller schools, the larger schools costing \$6.83, and the smaller ones \$14 per scholar.

Another reason for reducing the number of our schools is the difficulty of procuring good and efficient teachers in the small schools. Almost any experienced teacher would rather instruct a school of thirty scholars than one of ten or less scholars. Of course, our small schools must employ inexperienced teachers, or those of second-rate quality. A great objection to small schools is the difficulty of creating ambition, either in teacher or scholars. In a small school, the classes must necessarily be small, and it is difficult to create such a degree of ambition as is necessary in order that a school should make rapid progress.

School Committee.—EDWIN HENRY, A. H. TEMPLE, W. A. WHEELER.

SOUTHBRIDGE.

Parental solicitude, ever watchful and earnest at home, should follow the child to the school-room, to watch over him, and become familiar with his conduct and habits there also, and the teacher be thus made to feel his responsibility to parents for his trust, and his obligation to them for faithfulness and care in discharging his duty. The fruits of the application of this rule would be most healthful and abundant. It would naturally lead to an acquaintance with teachers, an accurate knowledge of their methods of instruction and discipline, and of the actual progress of pupils, and thus establish an identity of interest and purpose between parents and teachers, which would rarely array the one in hostility to the other, or make possible false impres-

sions of the true condition of schools. With the bonds of sympathy thus created, the teacher would be taken into the bosom of the family, as it were, his influence be recognized there, and no perverse councils would seek to impair his efficiency. Parents would more frequently visit the school-room; less instances of groundless complaints and unjust criticism would occur; the real demands of schools for their improvement would be sooner understood, and therefore more promptly provided for; rash or ill-advised schemes for the improvement of schools would fail in their inception without working disastrous results; parents would obtain a higher appreciation of the labors of teachers, who, in turn, would naturally be inspired with courage and enthusiasm in their difficult and perplexing work.

We certainly are discharging our duty to our children when we inculcate in their minds true ideas of behavior, character and moral worth, while thereby a valuable auxiliary is acquired for the proper government of our schools; and as we desire the education of our children, we should strive to make them feel that the school-room is a pleasant place for them, where their minds are to be trained and developed for usefulness, and where all their faults should be corrected, and their misconduct severely rebuked. Children should, so far as their health will permit, be kept at school constantly during the period of their youth devoted to their education. Public Schools are maintained throughout the year for them, and their progress is seriously impeded by inconstancy of attendance, while the schools suffer a like injury, extending to pupils who continue, as they should do, in regular attendance each term.

Let parents who read this report be impressed with the great importance of a hearty coöperation with our teachers, realizing that a salutary home influence is essentially demanded for their success. Let them see to it that their children are found promptly and regularly at the sessions of the schools, with minds imbued with proper ideas of their duty while there, and better results can be safely promised in the work of their education than can otherwise be obtained.

School Committee.—E. M. PHILLIPS, GEO. H. HARTWELL, A. J. BARTHOLOMEW, H. H. RHEES.

STURBRIDGE.

A thorough knowledge of the branches taught in the Common School will enable one creditably to engage in life's great contests. And here we wish to make the idea emphatic, that a triumphant mastery of all the studies gone over is the key-note and promise of the best successes of coming time. A faithful endeavor to become proficient in the subjects studied will create a zest in every kind of useful knowledge, and the child will leave the school with a modest confi-

dence in his power to cope with the world, and a determination to do something praiseworthy and good. How often we meet men and women, in middle or advanced life, who possess a certain central capacity for benefiting the community. They analyze character, they weigh forces, they estimate motives, they understand the workings of society so well, that they bless the world. When we trace their history back to their early life, we almost invariably find that they were faithful and painstaking scholars in school.

Manners and Morals.—We are not disposed to institute invidious comparisons between our own and former times with respect to manners and morals; but we think it is a transparent fact, that, if there has not been too much stress put upon the development of brain power, not enough effort has been made for education in behavior, in manliness and self-respect. Some of these elements lie at the very root of all character, and nothing can be substituted for them. They adorn every mental acquisition, while without them no learning however extensive can make a worthy man.

For the Committee.—M. L. RICHARDSON.

TEMPLETON.

The registers indicate a gratifying degree of regularity and promptness on the part of most of the scholars. If the comparatively few could be induced to do as well,—perhaps, if in no other way, by the exercise of a little old-fashioned stimulus on the part of parents,—it would be a step in the right direction. A practical education does not consist merely in forcing a certain amount of grammar, geography, arithmetic, etc., into the child's brain. It is the forming of correct habits of thought and action. The habits formed in early days show themselves in after-years. The prompt scholar is the prompt business man. The tardy scholar is the man forever behind time.

Drawing.—In those schools where drawing has been taught for some time, the most satisfactory results appear to have been attained. Scholars are eager to indulge in the exercise, rather as a pastime than a task, and teachers have found it a valuable assistant in enabling them to make their schools pleasant and interesting to their scholars. But the inquiry is, Will it pay? We will not attempt to answer this in all or many of its bearings. One only must suffice for the present.

The business and means of support for most of our people are directly or intimately connected with manufactures. Articles of the most artistic form and pattern find the most ready purchaser, and at the highest price. Mechanics who can produce the best style and quality of workmanship command the highest wages. The tendency

of drawing is to educate the judgment and taste in respect to form and proportion, and to the superior education which some foreign countries give their children in this respect, is to be attributed the superiority of their mechanics in the design and construction of that class of manufactured articles in which we, as a town and people, are especially interested. It would seem desirable and profitable that a small appropriation should be made, that the committee may take such measures as may be necessary to secure the introduction of it in all our schools. And to those who desire to teach in our schools, we must say, that we cannot afford even if allowed by law to employ you, unless you qualify yourselves for the position in this respect as well as others.

School Committee.—P. BLODGETT, V. P. PARKHURST, H. V. DEXTER.

UPTON.

We regretted exceedingly to see a disposition on the part of pupils to leave school, and with parents a willingness to have them do so, and thus to neglect opportunities given for education to earn a few dollars in our shops. To put this on the lowest ground possible, we think it the most wretched economy. Education is power. There is a demand for thoughtful workmen. Trained minds make the most skilful mechanics, artisans and traders. Such persons, of good character, will never need to wait long for situations. He who would entail upon his children a life of drudgery, poorly paid, will advise them to leave school and neglect culture now.

And in this cry of poor pay for labor, let the young man and woman have brain so trained, hands so skilled, that they can command the highest pay, and also have within themselves sources of happiness and real riches none can give or take away.

School Committee.—HORACE FORBUSH, GEORGE S. BALL.

WARREN.

A manufacturer engages a competent superintendent to take the charge of his mill. Suppose he should hold himself aloof from the establishment. Suppose he should say to himself, "There is no need of my troubling myself about that mill; there is no reason why I should have any anxiety about the quality of the goods they are turning out down there; there is no reason why I should interest myself about the character of the help, the intelligence of the designer, the qualifications of the bookkeeper, and the faithfulness of the watchman. I've got a superintendent; and if I go down there once a year, and

look over the books of my clerk, and see how things stand, that is all I can be expected to do." How long would any business, conducted in that way, go on prosperously?

Nobody who expects to get rich does business in that way—nobody but a fool. No matter if he has secured the best talent in the country to be at the head of his establishment, the best and most faithful workmen in all the departments of his enterprise, still he is not content to leave everything in their hands. He wants to know something about the details of the business; whether his goods are such as the market demands; whether he is doing a prosperous business, or whether he is running behind. And so he looks after it, notwithstanding he has a superintendent and other leading men, to whom he pays large salaries. And you all commend him for the interest he manifests, and for the constant personal supervision which he gives to his business.

Now, then, which is of the most importance, the successful manufacture of cloth, and steam-pumps, and boots, or the successful education of your children? Which is of the most importance, the development of some manufacturing interest, or the development of those wonderful elements in a human being which lie at the foundation of all mechanism, and of all progress since the world began?

How, then, can any parent, any guardian, any person, realizing at all the responsibilities he is under to the generation that is now growing up, fail to be most deeply interested in the character of our educational institutions, and in everything that has a bearing upon their growth in the right direction? When we look at the subject in this light, the general apathy and indifference are astounding.

School Committee.—J. H. MOORE, J. W. HASTINGS, R. T. GLEASON.

WEBSTER.

We have seen teacher and pupil join hands to introduce, at the close of the term, an unjust or sensational examination. Catching the spirit of the times, they wish to get to themselves a reputation, unwilling to wait for honest results. Sometimes a considerable portion of the term is occupied in this superficial, whitewashing process of preparation, but more especially a large part of three or four closing weeks. A school examination thus "got up" is only a great farce. It is all wrong. It teaches the pupils to be dishonest. It has been our lot to discover traces of this evil in some examinations. The teacher or school which introduces such a wrong deserves the censure of honest people.

As all are taxed to sustain it, our High School should be considered a democratic institution, for the benefit of the many, and not for a

few of the favored class. And the only way in which it can be utilized for public good is, to keep its range of studies not where but one out of every ten can reach them, but rather where nine out of ten, by reasonable effort, can be successful. This should be the aim and scope of a High School. It should be made to subserve the most practical interests of the community in which it is located, and by which it is supported. To realize this has been the object of your committee the past year. It has been our endeavor to make it as perfect as possible under all the circumstances.

School Committee.—EDW. P. CARTER, E. G. BURNETT, MRS. L. R. S. BREWSTER.

WESTBOROUGH.

In the last report of the school committee, the subject of attendance was dwelt upon at some length, and the obligations of parents in the matter pressed home upon the citizens. In the light of the facts then made public, it was felt that, in the coming year, a more vigorous effort on the part of the committee should be made towards bringing all our children into the schools.

In pursuance of that purpose, your superintendent, early in the year, visited those portions of the town where parents were known to be most in the habit of keeping their children from school that they might be helped by their work.

A thorough canvass was made, each tenement being visited, and strict inquiries made as to the number and age of the children. Where children of the proper school-age were found absenting themselves, the parents were notified of the law requiring the presence of such children in the schools; and in many instances, as the direct result, the children soon presented themselves at the schools. As opportunity offered, the canvass was extended, till it included all the families in the town.

The school records for last year and this have been examined, and a list of the names, ages, schools attended, and weeks of attendance each term, have been drawn off and registered; so that we can tell just where to go to apply the state law regulating school attendance.

An examination of the school reports for the last two years shows that the attendance has fallen short of the number of children returned by the town assessors.

This year, the number of children between five and fifteen returned by the assessors is 671. The school registers show that the number between the same years, who have been to school fully one-third of our school-year, is 701—a number not only in excess of any previous year, but in excess of the whole number returned by the assessors. There are, besides, forty-eight children who have attended school a

part of one or more terms, the length of actual attendance varying from two to nine weeks. In many of these cases, sickness has been the cause of the absence. It may be said, therefore, that some seven hundred and thirty or forty children have been brought under school instruction within the year. Of those not in school at all during the year, over fifty were found to be children between the ages of five and eight years, concerning whom it is proper to say that the State does not require the attendance of children till eight years of age, though it permits them to attend as young as five.

This year, the result attained would have been beyond our reach, except for the efficient aid furnished by our truant officer, Mr. William Magnier. By his help, the work has been so systematized that we congratulate ourselves that the habit of truancy is in a fair way of being suppressed. According to Mr. Magnier's reports, there have been twenty-four cases of truancy, in which the truants have been followed up, caught, and brought into the schools. The moral effect on the schools has been even more valuable than that produced on the individual truants. Prevention is better than cure. There can be no doubt that the amount of truancy has been greatly diminished from what it would have been, had there been no such influence brought to bear upon those inclined to absent themselves from school.

Superintendent of Public Schools.—T. D. BISCOE.

WORCESTER.

Teachers.—Of the one hundred and fifty-nine teachers at present employed in the day schools, ten, including the special teacher of music, are males. One of these has been employed during the year to fill a vacancy caused by death. Of the female teachers, thirty-two have been employed during the year. More than twenty per cent. then of the whole corps, are employed for the first time each year. This would give an average term of service of less than five years. I believe that, for a series of years, the average would not much exceed four years.

These frequent changes then being the rule, what remedy should be applied to the resulting evil? Several years of experience and observation convince me that the remedies are two:—Insist that each teacher, before entering a school, shall have completed a thorough course of professional training in a Normal School. Her few years in school will thus be rendered effective, and her after-life more useful. Many will say, We have no time, we can't afford to wait so long; and, in saying this, they plainly show that they do not aspire to be first-rate teachers, but merely seek the loaves and fishes. For these persons we have no place. Secondly: Insist that the number of male teach-

ers be doubled, or even trebled. Nothing is more certain than that the Public Schools have sadly decreased in effectiveness by forcing from the profession so many of the men. A broad-minded, judicious and cultivated gentleman is needed at the head of every large school; his influence is as essential to the right formation of character in school, as the father's influence in the proper rearing of a family. Another reason for increasing the number of male teachers is, that a more conservative element—more permanency—may be introduced into the school system among the necessary changes just described. With a competent and permanent head for each school, to preserve the unity, the continuity and the proper succession of school studies, a teacher may drop out here and there without material loss.

Right here we are met by the inquiry, Why not increase the pay of your lady teachers and thus secure them permanently? Because the pay would not hold those whom we most wish to retain, when the trial comes; and because a kind of influence is needed which woman cannot exert. Do what she will, try as she may, no true woman can so obliterate the mental and spiritual, any more than the physical marks by which the Creator has distinguished and glorified her, as to act in perfection the man. The thousand little differences of character which display themselves in male and female teachers, are fully recognized by all except the few who, in laboring for what they call the elevation of woman, think it necessary to establish her identity with man in order to disprove her inferiority.

There is an exciting question about paying a woman the same salary as a man for the same work. No one will deny the justice of this demand. The work needed, and for which I am contending, is what she cannot do. There is, therefore, no competition. There is, moreover, a law of supply and demand which regulates prices; they cannot be regulated by legislative enactments. The price of wheat cannot be fixed by statute. If an educated woman is wanted to fill a certain position, and ten stand ready to take it at \$1,000, each fully competent, is there any propriety in paying \$2,000? Will that help the nine? If an educated man is wanted for a position at \$2,000, which a man only can fill, and a suitable man cannot be secured for less than \$2,500, will it be best to take one of the nine women? At any rate, this is what we have been doing thirty or forty years, and, as many persons best qualified to judge, think, with injury to the schools.

Is there any reason in the constitution of society why there should be ten women for the one place and not the right man for the other? There are indisputable indications that men and women are in all respects the counterparts of each other. The Creator did not fall into an error when he made woman, as certain modern reformers would seem to imply. In all civil society, since there was a civilized society,

man has been regarded as the bread-winner and woman the house-keeper. Probably this is about right, since a great deal of homely joy has resulted. A young man who rightly expects in the main to carry out this idea, will not and ought not to enter a profession without promise. On the other hand, there is a large class of self-dependent women. The majority of those who teach are young. Many, with true heroism, labor and secure for themselves not only a livelihood, but the means of improvement, and a culture and refinement that ought to be the envy of indolent ladies of wealth. These heroic women are worthy of all honor; but should they be treated as the rule, or the exception? Should laws and customs be changed as if all women were to take such places?

This question of employment and salaries for women is deeper than the surface. The present order of things, in this regard, has its foundation in the very organization of society. That order, with all its defects, should not be rudely changed at the risk of greater evils.

In what has thus far been said, I wish to be distinctly understood as not undervaluing the services of women in the schools. In all which is common between male and female teachers, I can match the best man with an equally excellent woman; while in that which belongs to woman only, she is the superior. The influence of man, now too feebly felt in the schools, is what is here contended for. If the proportion of male and female teachers were reversed, this whole argument would apply to the other side; but as it is, the one thing needful for our Public Schools is to add permanently to the corps of teachers twice the number of men, and only those of the better class.

Training School.—The present class numbers twelve; and the course of study and practice is the same as last year.

It is difficult for any one who has attended school and seen how the thing is done, to be persuaded that he does not know all there is about teaching. Most men, the graduates of colleges, feel that on the subject of education and schools they are at home. Practice always teaches them that there was something to learn. Pupils, as seen from the desk, are not the same as when seen from the seats. Human nature, how to understand it, how to control it, how to instruct and educate it—this is a problem which may well engage a little special attention and study. This prevailing notion about one's inherent knowledge of teaching, is not wanting in graduates of the High School. Some of the smartest girls in the class feel fully competent to teach a Primary School. Knowledge enough they doubtless have. What to teach and when, and how, they do not know. To play upon the piano they practise years. Is it too much to expect one year's practice before they attempt to form the minds and characters of fifty children? My experience with untrained teachers, faithful and laborious as they

often are, has satisfied me. Each has a different method ; not till after several years is it a good one. In a system of graded schools, where each must depend upon another, it is indispensable to have a uniform method as far as possible. Where so many changes among teachers are unavoidable, the new ones should have at first served an apprenticeship. With this it is very difficult to secure uniformity in the teaching and the regulations of the schools ; without it, impossible. Besides this general unwillingness to spend time in special preparation for teaching, there is an unwillingness on the part of many to begin with the lower classes for which this school is a preparation. We are patiently waiting for the opening of the Normal School here, from which, it is hoped, an abundance of teachers of all grades can be obtained ; after that, "no others need apply."

Sewing School.—Early in the history of the "Centre District," sewing was taught in some of the schools, but it was subsequently given up. Of late, the question of introducing into the Public Schools sewing, and instruction in other industrial labor, has been agitated in various places. The importance of this kind of teaching cannot be denied ; but it would be easy to crowd into the schools so many subjects, that none could be well and thoroughly taught.

Some ladies have, as it appears to me, settled, or at least thrown light upon the subject, so far as sewing is concerned, by stepping forward and just doing the right thing. In a section of the city where there are girls who ought to learn to sew, these ladies have collected seventy or eighty in the school hall, and taught them a couple of hours Saturday afternoons ; and the beauty of it is, that so good a thing has been done, and so little fuss about it. This enterprise was started by a benevolent and generous young lady, of practical skill, who was joined by a dozen others. The same thing might profitably be done in almost every school-house in the city. There are many ladies of means and leisure, who need only the suggestion and the opportunity, it would seem, to induce them to render a much needed aid to young girls, in this way. The good they might do in preparing these girls to take care of themselves, would be greater than what results from many a more pretentious charity.

Evening Schools.—These schools have been carried on much the same as last year. It is certainly a useful thing that a hundred young men are in school at evening, and not loafing in shops and saloons ; it is no less gratifying to see a hundred young ladies who have not had the means of instruction, spending their evenings in these schools. What can be done in such schools is highly important to the individuals. The same force, however, would be more effective and valuable to the public, if devoted to the more thorough training of the young. The latter must not be neglected nor interfered with by the Evening

Schools. Just here is the only evil tendency of these schools. About half the pupils who go ought to be in the day schools. A part of them might be there, were not these schools opened. Any such tendency should be remedied by placing in the day school all who belong there.

Vienna Exposition.—In common with other cities of the country, Worcester was invited to have her schools represented at Vienna. Owing to some delay in the notice, nearly all the towns and cities of the State were unable to exhibit their school system. Boston as the metropolis, Newton as the representative of the larger towns, and Worcester of cities of the second class, sent samples to the exhibition. Ours consisted of a large printed chart, showing statistics of population, valuation, school attendance, etc.; the grades and sub-grades of schools, topics of instruction for each grade, number of schools; teachers, male and female, and their salaries; pupils, male and female, and their average age for each grade; and facts about the other educational and benevolent institutions of the city:—a photographic album, showing the exterior of twelve or fifteen school-houses, and their interior arrangement, and all the other institutions of learning about the city, including the Free Public Library and the Antiquarian Hall; with these was a brief description of each:—and lastly, eight volumes of catalogues and pamphlets relating to education in the city.

This representation was noticed in the following from Hon. John D. Philbrick, Commissioner for Massachusetts:—

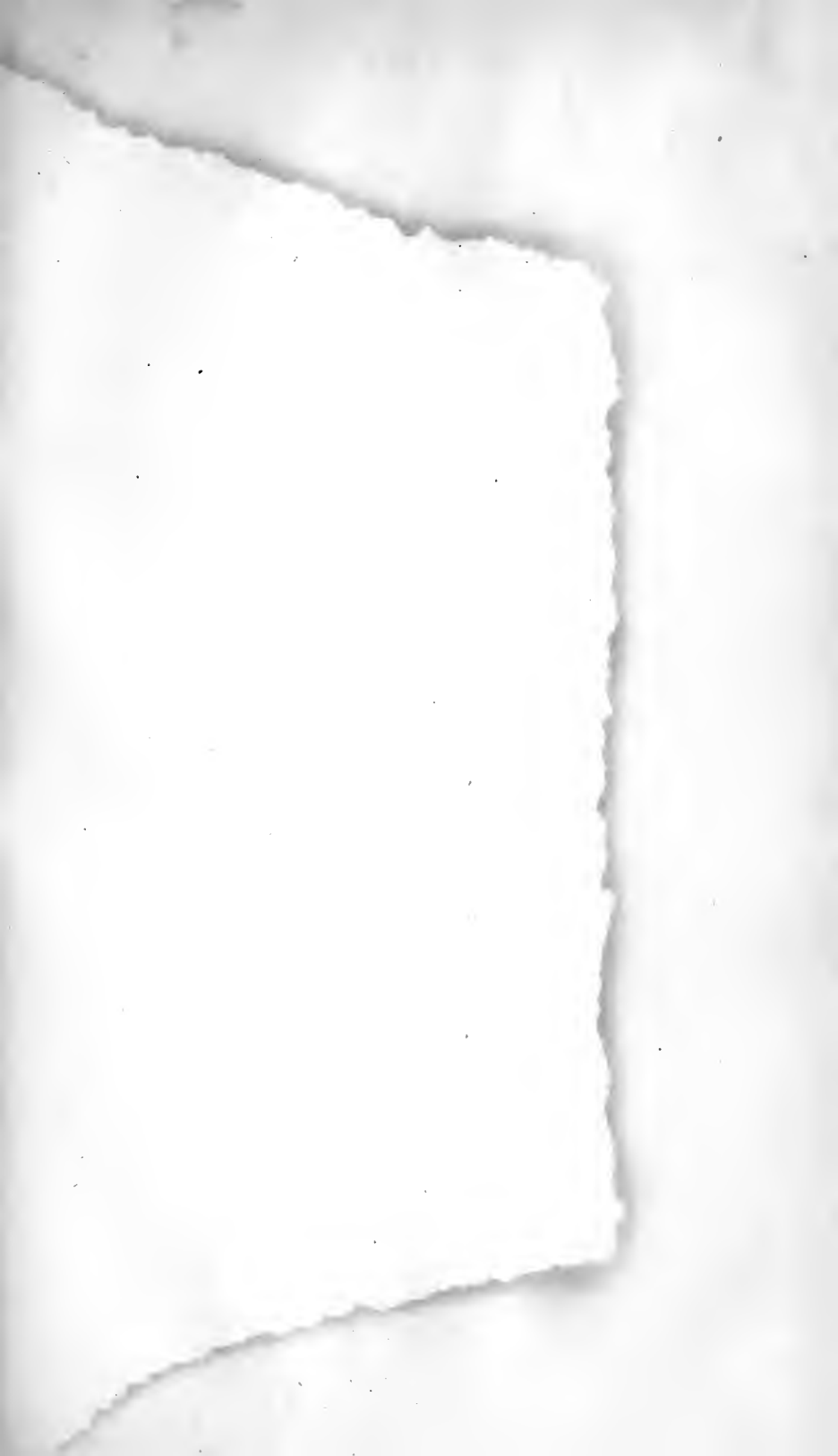
"I am happy to inform you that on the 18th inst., the city of Worcester will appear in the list of honors published to the world, as worthy of the *Diploma of Merit*. This you have reason to be proud of, when you consider the fact, known to the jury, and which I now make known to you, that many towns in Europe sent excellent scholars' work, and other things, for which they received no mention."

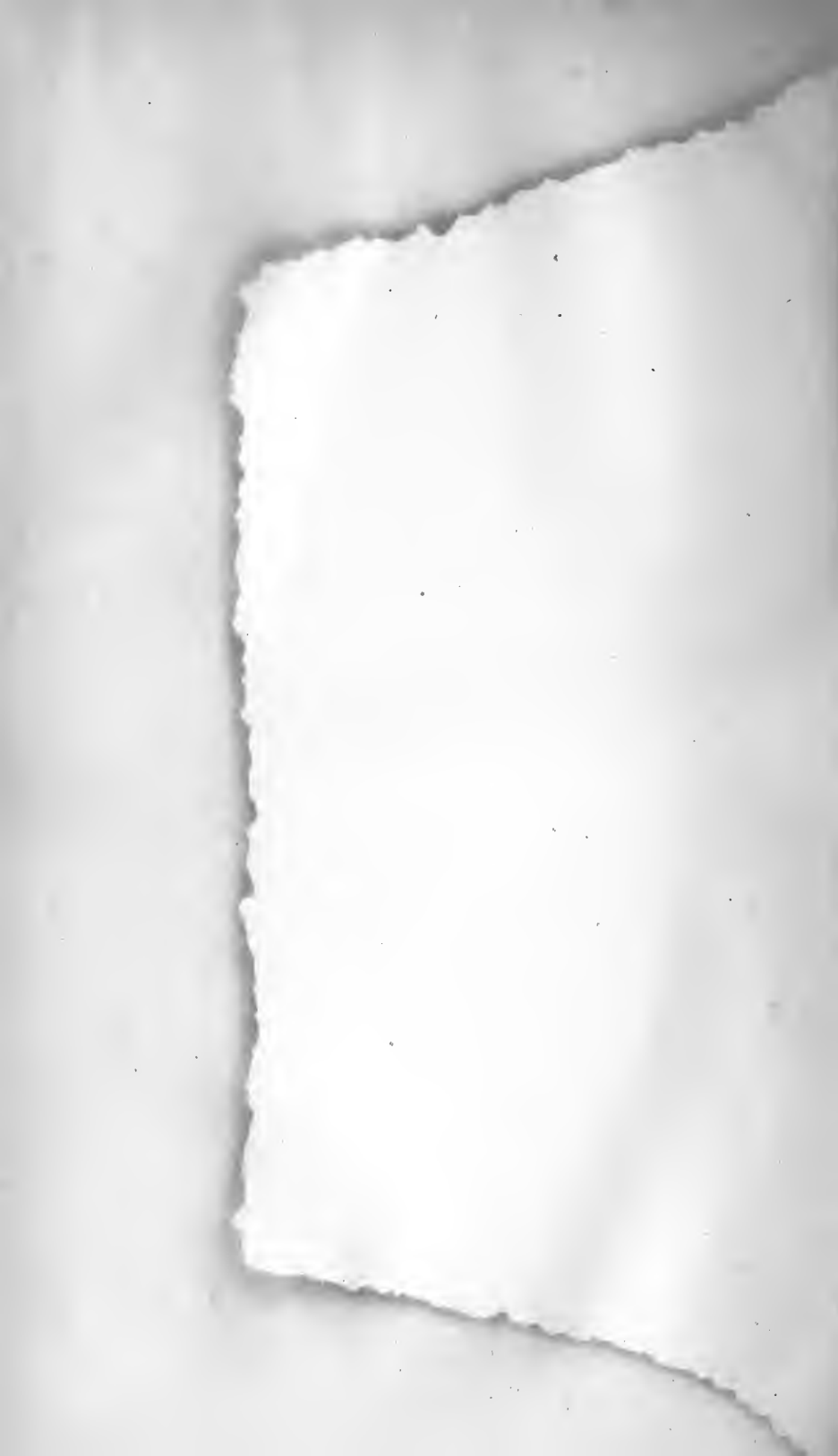
The volumes, and the chart, have been presented to the Royal Museum of Educational Apparatus, etc., at Vienna. Duplicates have also been furnished for the Department of Education at Washington, and the Free Public Library, and Antiquarian Library, of this city.

Best Results Imponderable.—In order to obtain facts about schools, so as to locate any evil tendency, statistics of attendance, age, regularity, etc., are required; and for the sake of stimulating the ambition of pupils, their scholarship is marked, and comparisons are made between different schools, and between individual scholars. In estimating the real value of a school, however, these statistics alone are not reliable. Great emphasis is apt to be placed upon the particular studies in which the test is to be applied, and if there is to be no ex-

amination in reading, for instance, that subject may be neglected. Moreover, a stimulus of this kind generally affects principally those who least need it, and very slightly those who need it most. These statistics are valuable; but in the attempt to make a good showing, there is great danger that the scholars may suffer. In every school, some are at the foot of the class; to get these out of the way will greatly raise the standard of scholarship. They are a drag on the class, it is always easy to say; send them away, and there is still an inferior few; and before anything like perfect scholarship is attained, these must be sent down; a still higher standard forces still others back; and so on, as long as people will stand it. By such a process we may secure a splendid school; but, gentlemen, what has become of the pupils? A large part have been crowded out, and the glib reciters of lessons, the intellectual meteors—not necessarily the best minds—remain. Now that is the best school which does the best for each boy, and makes the most of him. A dull scholar, one who cannot easily perform the given task, has the same right to a good education that the quicker pupil has; and he ought to receive more attention. The teacher who aims at this may suffer in his percentages, but he does the best work; and the results will be seen only in the future of the boy—too far off to parade at a public examination. This faithful work on growing human characters, this careful study of each scholar, in the firm faith that there is in him a great capacity to be developed, accomplishes a good that cannot be estimated in “standing,” or weighed by any fixed scale. And yet it is the kind of work we ought chiefly to do.

Superintendent of Schools.—ALBERT P. MARBLE.





AN ABSTRACT

OF THE SCHOOL RETURNS MADE BY THE SCHOOL
COMMITTEES OF THE SEVERAL TOWNS AND
CITIES IN THE COMMONWEALTH, FOR
THE SCHOOL-YEAR 1873-74.

BARNSTABLE COUNTY.

| TOWNS. | Population—U. S. Census, 1870. | Valuation—1872. | No. of Schools. | Amount expended in 1873 for Erecting School-Houses. | Amount paid for Renting, etc., in 1873. | No. of different Scholars in Public Schools during the School-year. | Avg. attendance in all the Pub. Schools during the School-year. | Persons under 5 years of age who attend the Public Schools. | Persons over 15 years of age who attend the Public Schools. | No. in the State between 5 and 15 years of age, May 1, 1873. | No. of different persons employed as Teachers in Pub. Schools. | | Agg'te Length of Public Schools for the year, in Months and Days. |
|-----------------|--------------------------------|-----------------|-----------------|---|---|---|---|---|---|--|--|------|---|
| | | | | | | | | | | | Males. | Fem. | |
| Barnstable, . | 4,793 | \$2,880,361 | 25 | \$3,365 75 | \$578 06 | 857 | 698 | 14 | 160 | 939 | 4 | 30 | 184-10 |
| Brewster, . | 1,259 | 800,893 | 7 | — | 500 00 | 253 | 186 | 1 | 41 | 262 | 3 | 5 | 50-10 |
| Chatham, . | 2,411 | 1,025,358 | 14 | — | 409 58 | 554 | 355 | 3 | 102 | 486 | 3 | 16 | 118-5 |
| Dennis, . | 3,269 | 1,521,982 | 13 | — | 792 05 | 703 | 488 | 5 | 127 | 692 | 9 | 9 | 99-3 |
| Eastham, . | 668 | 233,874 | 4 | 1,500 00 | 25 00 | 157 | 110 | 1 | 27 | 144 | 4 | 4 | 29 |
| Falmouth, . | 2,237 | 1,293,695 | 14 | — | 276 33 | 421 | 354 | 3 | 77 | 372 | 5 | 16 | 107 |
| Harwich, . | 3,080 | 1,083,774 | 15 | — | 324 50 | 684 | 513 | 8 | 140 | 693 | 9 | 14 | 106-2 |
| Mashpee, . | 348 | 94,845 | 2 | — | 17 52 | 63 | 41 | 1 | 13 | 82 | — | 4 | 13 |
| Orleans, . | 1,323 | 568,979 | 8 | — | 250 00 | 326 | 246 | 3 | 84 | 227 | 1 | 8 | 58 |
| Provincetown, . | 3,865 | 2,102,071 | 14 | — | 100 00 | 911 | 697 | — | 138 | 818 | 4 | 20 | 124-10 |
| Sandwich, . | 3,694 | 1,444,517 | 23 | — | 600 00 | 798 | 558 | 9 | 139 | 729 | 7 | 22 | 188-15 |
| Truro, . | 1,269 | 298,893 | 7 | — | 50 00 | 264 | 181 | 5 | 60 | 246 | 6 | 6 | 49 |
| Wellfleet, . | 2,135 | 855,929 | 15 | — | 200 00 | 507 | 325 | 1 | 87 | 485 | 4 | 12 | 101 |
| Yarmouth, . | 2,423 | 1,610,171 | 10 | — | 263 58 | 432 | 277 | 3 | 55 | 346 | 2 | 12 | 84 |
| Total, . . | 32,774 | \$15,815,348 | 171 | \$4,865 75 | \$4,386 62 | 6,930 | 5,029 | 57 | 1,250 | 6,521 | 61 | 178 | 7-14 |

BERKSHIRE COUNTY.

| | | | | | | | | | | | | | |
|-----------|--------|-------------|----|-------------|------------|-------|-------|----|-----|-------|---|----|--------|
| Adams, . | 12,090 | \$6,679,320 | 41 | \$25,163 22 | \$1,172 12 | 2,855 | 1,735 | 10 | 170 | 2,646 | 6 | 49 | 389-10 |
| Alford, . | 430 | 311,989 | 3 | — | — | 80 | 45 | 2 | 6 | 64 | 1 | 3 | 24-15 |

SCHOOL RETURNS.

iii

| | | | | | | | | | | | | | | |
|-----------------|--------|-----------------|-----|-------------|------------|----------|-------|-------|-------|--------|-------|-----|------|--------|
| Becket, | 1,346 | \$490,644 00 | 11 | - | \$1,200 00 | \$454 46 | 351 | 248 | 8 | 35 | 340 | 2 | 17 | 72-8 |
| Cheshire, | 1,758 | 881,121 33 | 11 | - | - | - | 389 | 268 | 10 | 40 | 403 | 2 | 11 | 82-10 |
| Clarksburg, | 686 | 247,442 66 | 3 | - | - | - | 113 | 79 | 6 | 8 | 156 | 2 | 4 | 25 |
| Dalton, | 1,252 | 1,113,828 70 | 8 | - | - | - | 354 | 190 | 6 | 26 | 243 | 1 | 14 | 66 |
| Egremont, | 931 | 579,198 41 | 5 | - | - | - | 125 | 93 | 5 | 11 | 143 | 1 | 6 | 44-11 |
| Florida, | 1,322 | 206,957 00 | 6 | - | - | - | 225 | 137 | 10 | 6 | 336 | 2 | 6 | 36 |
| Gt. Barrington, | 4,320 | 4,963,402 75 | 22 | - | - | 150 00 | 797 | 554 | 10 | 41 | 962 | 4 | 34 | 192 |
| Hancock, | 882 | 495,515 29 | 7 | - | - | - | 165 | 93 | 2 | 19 | 131 | 2 | 8 | 36-13 |
| Hinsdale, | 1,695 | 883,906 68 | 10 | 5,941 35 | - | 212 00 | 398 | 254 | 12 | 31 | 360 | 1 | 19 | 75-10 |
| Lanesborough, | 1,393 | 765,788 33 | 8 | - | - | 263 14 | 367 | 211 | 13 | 19 | 345 | 3 | 9 | 62-12 |
| Lee, | 3,866 | 1,725,051 50 | 17 | - | - | 400 00 | 770 | 587 | 23 | 43 | 820 | 3 | 20 | 130-6 |
| Lenox, | 1,965 | 1,492,673 83 | 11 | - | - | 400 00 | 360 | 269 | 20 | 5 | 329 | 3 | 14 | 86 |
| Monterey, | 653 | 308,160 16 | 8 | - | - | 50 00 | 169 | 120 | 10 | 20 | 167 | 1 | 12 | 52-10 |
| Mt. Washington, | 256 | 99,381 00 | 2 | - | - | - | 83 | 39 | - | 13 | 64 | 2 | 2 | 12-10 |
| New Ashford, | 208 | 109,439 00 | 2 | - | - | 286 00 | 54 | 24 | 2 | 11 | 42 | 2 | 2 | 12-2 |
| New Marlboro', | 1,855 | 919,417 25 | 14 | - | - | 240 00 | 500 | 306 | 16 | 60 | 400 | 4 | 16 | 99-14 |
| Otis, | 960 | 325,529 00 | 8 | - | - | 24 73 | 224 | 151 | 5 | 42 | 177 | - | 14 | 48 |
| Peru, | 455 | 197,715 16 | 6 | - | - | 10 00 | 121 | 73 | 4 | 13 | 116 | 2 | 9 | 36 |
| Pittsfield, | 11,112 | 8,856,082 51 | 40 | 3,632 09 | - | 1,041 74 | 2,128 | 1,497 | 52 | 148 | 2,804 | 3 | 62 | 354 |
| Richmond, | 1,091 | 546,406 82 | 6 | - | - | 60 00 | 158 | 86 | 22 | 10 | 220 | 3 | 7 | 38-8 |
| Sandisfield, | 1,482 | 546,026 32 | 12 | - | - | 75 00 | 281 | 171 | 8 | 61 | 257 | 6 | 14 | 66-15 |
| Savoy, | 861 | 279,228 66 | 6 | - | - | 25 00 | 175 | 94 | 9 | 17 | 136 | 4 | 6 | 36-5 |
| Sheffield, | 2,535 | 1,367,702 91 | 14 | 1,466 37 | - | 66 86 | 514 | 392 | 11 | 81 | 425 | 6 | 15 | 102-10 |
| Stockbridge, | 2,003 | 2,659,644 32 | 9 | 6,200 00 | - | 2,708 00 | 385 | 319 | 13 | 52 | 397 | 1 | 12 | 75-19 |
| Tyringham, | 557 | 305,898 00 | 3 | - | - | 65 67 | 148 | 80 | 10 | 23 | 114 | 2 | 6 | 21 |
| Washington, | 694 | 290,378 50 | 6 | - | - | 50 00 | 194 | 93 | 6 | 26 | 189 | 3 | 9 | 39-10 |
| W. Stockbridge, | 1,924 | 928,665 41 | 8 | - | - | - | 322 | 216 | 8 | 33 | 383 | 5 | 8 | 60 |
| Williamstown, | 3,559 | 1,718,937 65 | 17 | 2,820 00 | - | 239 00 | 749 | 444 | 8 | 67 | 626 | 2 | 18 | 138 |
| Windsor, | 686 | 314,619 66 | 8 | - | - | 700 00 | 151 | 101 | 7 | 31 | 116 | 4 | 10 | 45 |
| Total, | 64,826 | \$40,610,072 48 | 332 | \$46,423 03 | \$8,693 72 | 13,705 | 8,969 | 328 | 1,168 | 13,921 | 83 | 436 | 7-14 | |

BOARD OF EDUCATION.

BARNSTABLE COUNTY—CONTINUED.

| TOWNS. | Average Length as returned by Committee. | Average Wages of Teachers per mth, including the value of Board. | | Raised by Taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1873-74. | Amount of board, fuel, etc., voluntarily contributed for Public Schools. | Expenses of Superintendence by School Committee, including the Salary of Superintendent. | Expenses of Printing Reports, etc. | Salary of Superintendent of Public Schools. | Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools. | Income from Local School Funds. | Income of Funds, appropriated to Public Schools at the option of the Town, including Tax on dogs. |
|-----------------|--|--|----------|---|--|--|------------------------------------|---|---|---------------------------------|---|
| | | Males. | Females. | | | | | | | | |
| Barnstable, . | 7-8 | \$80 74 | \$39 73 | \$9,000 00 | \$200 00 | \$303 00 | \$35 00 | — | \$2,500 00 | \$140 00 | \$110 14 |
| Brewster, . | 7-10 | 65 00 | 35 00 | 2,000 00 | — | 100 00 | 20 00 | — | — | — | — |
| Chatham, . | 8-9 | 76 67 | 23 17 | 4,000 00 | — | 260 50 | 36 50 | — | — | — | — |
| Dennis, . | 7-18 | 66 87 | 32 50 | 5,200 00 | — | 170 00 | 25 00 | \$100 00 | — | — | 17 34 |
| Eastham, . | 7-5 | 53 84 | 24 37 | 1,150 00 | 30 00 | 180 00 | 10 00 | — | — | — | — |
| Falmouth, . | 7-13 | 45 00 | 34 00 | 3,800 00 | — | 140 00 | 40 00 | — | 10,000 00 | 900 00 | 72 43 |
| Harwich, . | 7 | 53 88 | 35 35 | 5,000 00 | 100 00 | 137 23 | — | — | — | — | 65 90 |
| Mashpee, . | 6-10 | — | 30 10 | 400 00 | — | 80 00 | 10 00 | — | — | — | 26 78 |
| Orleans, . | 9-3 | 110 00 | 24 00 | 2,400 00 | — | 125 00 | 33 00 | 100 00 | — | — | — |
| Provincetown, . | 9-15 | 88 50 | 28 36 | 7,200 00 | — | 400 00 | 25 00 | 400 00 | — | — | — |
| Sandwich, . | 8-6 | 63 33 | 32 82 | 9,000 00 | — | 291 40 | 67 90 | 275 00 | 3,900 00 | 210 00 | 233 98 |
| Truro, . | 7 | 55 00 | 26 00 | 2,000 00 | — | 85 00 | 25 00 | — | — | — | 18 00 |
| Wellfleet, . | 8-5 | 62 00 | 32 18 | 5,000 00 | — | 125 00 | 30 00 | — | — | — | 51 36 |
| Yarmouth, . | 8-8 | 105 50 | 39 50 | 4,000 00 | 300 00 | 120 00 | 54 00 | — | 16,000 00 | 960 00 | 75 07 |
| Total, . | — | \$71 25 | \$28 79 | \$60,150 00 | \$630 00 | \$2,457 13 | \$411 40 | \$875 00 | \$32,400 00 | \$2,210 00 | \$671 00 |

BERKSHIRE COUNTY—CONTINUED.

| | | | | | | | | | | | |
|-----------|------|----------|---------|-------------|---|----------|----------|---|---|---|---|
| Adams, . | 9-13 | \$115 82 | \$41 36 | \$25,681 66 | — | \$400 00 | \$145 00 | — | — | — | — |
| Alford, . | 8-5 | 30 00 | 23 20 | 650 00 | — | 30 00 | 6 00 | — | — | — | — |

SCHOOL RETURNS.

V

| | | \$45 00 | \$27 00 | \$1,500 00 | \$205 00 | \$34 49 | \$12 50 | \$1,390 49 | \$10 08 | \$93 45 |
|---------------------------|------|---------|---------|--------------|------------|------------|----------|-------------|------------|------------|
| Becket, | 6 | 32 00 | 43 20 | 3,500 00 | - | 101 50 | - | - | - | 77 75 |
| Cheshire, | 7-10 | 44 00 | 36 00 | 1,000 00 | - | - | 17 00 | - | - | - |
| Clarksburg, | 8 | 40 00 | 36 00 | 2,500 00 | - | 90 00 | 12 00 | - | - | - |
| Dalton, | 8-10 | 45 00 | 33 75 | 1,500 00 | 200 00 | 40 00 | 6 00 | - | - | - |
| Egremont, | 8-18 | 49 00 | 23 60 | 800 00 | - | - | 4 00 | 200 00 | 12 00 | 192 93 |
| Florida, | 6 | 75 00 | 30 00 | 7,900 00 | 100 00 | 150 00 | 25 00 | 960 71 | 57 64 | 236 00 |
| Gt. Barrington, | 8-16 | 37 00 | 26 00 | 700 00 | 36 00 | 40 25 | 5 00 | 200 00 | 12 00 | 37 46 |
| Hancock, | 6-9 | 30 00 | 39 20 | 2,650 00 | - | 100 00 | 15 00 | - | - | - |
| Hinsdale, | 7-11 | 40 00 | 32 26 | 2,000 00 | 30 00 | 55 00 | 8 00 | 1,600 00 | 119 19 | - |
| Lanesborough, | 7-17 | 85 00 | 36 55 | 6,900 00 | 50 00 | 181 00 | 25 00 | - | 96 00 | - |
| Lee, | 7-13 | 45 00 | 32 00 | 3,500 00 | 100 00 | 110 00 | 15 00 | - | - | - |
| Lenox, | 7 | 28 00 | 22 00 | 800 00 | 250 00 | 30 00 | 6 00 | - | - | - |
| Monterey, | 6-11 | 54 00 | 32 00 | 400 00 | - | 50 00 | 5 00 | 100 00 | 7 30 | 210 23 |
| Mt. Washington, | 6-5 | 29 50 | 15 00 | 126 00 | 60 00 | 103 75 | 10 00 | - | - | 32 00 |
| New Ashford, | 6-1 | 47 50 | 26 82 | 2,500 00 | - | 84 25 | 14 00 | 5,458 77 | 327 52 | 22 80 |
| New Marlboro, | 7-3 | - | 21 17 | 1,000 00 | - | 42 00 | 10 00 | - | - | 312 47 |
| Otis, | 6 | 24 00 | 20 50 | 600 00 | 45 00 | 1,000 00 | 78 50 | 367 00 | 22 00 | 87 74 |
| Peru, | 6 | 127 00 | 36 00 | 24,600 00 | - | 30 00 | 15 00 | - | - | 37 00 |
| Pittsfield, | 9-15 | 17 00 | 26 25 | 800 00 | - | 74 75 | 8 00 | - | - | - |
| Richmond, | 6-8 | 39 00 | 23 08 | 1,500 00 | 457 50 | 25 00 | 15 00 | 1,290 40 | 77 40 | 33 05 |
| Sandisfield, | 6-2 | 39 47 | 27 66 | 800 00 | 456 50 | 161 62 | 25 00 | 1,297 00 | 77 82 | 18 00 |
| Savoy, | 6-1 | 41 55 | 27 75 | 3,200 00 | - | 203 65 | 23 50 | 1,600 00 | 96 00 | - |
| Sheffield, | 7-6 | 143 56 | 40 68 | 5,000 00 | - | 18 00 | 6 10 | 3,000 00 | 234 00 | 266 61 |
| Stockbridge, | 8-4 | 37 00 | 25 00 | 700 00 | - | 50 00 | 10 00 | - | - | - |
| Tyringham, | 7 | 35 34 | 27 00 | 1,000 00 | 91 50 | 86 44 | 11 75 | - | - | 51 60 |
| Washington, | 6-12 | 45 20 | 32 00 | 2,500 00 | 129 00 | 65 00 | 14 00 | - | - | - |
| W. Stockbridge, | 7-10 | 45 33 | 35 83 | 5,500 00 | - | 20 00 | 10 00 | - | - | - |
| Williamstown, | 8-13 | 28 00 | 20 60 | 1,000 00 | - | - | - | 587 00 | 35 00 | - |
| Windsor, | 6 | - | - | - | - | - | - | - | - | - |
| Total, | - | \$49 81 | \$29 66 | \$112,807 66 | \$2,210 50 | \$3,376 70 | \$567 35 | \$18,051 37 | \$1,183 95 | \$1,709 09 |

BOARD OF EDUCATION.

BARNSTABLE COUNTY—CONCLUDED.

| TOWNS. | HIGH SCHOOLS. | | | | INCORP. ACADEMIES. | | | UNINCOR. ACADEMIES AND PRIVATE SCHOOLS. | | | How much of said Fund was used for apparatus and books of reference. | | |
|-----------------|---------------|----------------|---------|-------|----------------------|---------|--------------------------|---|---------|--------------------------|--|-----------------------------|----------|
| | Number. | How supported. | Length. | | Salary of Principal. | Number. | Average No. of Scholars. | Aggregate paid for Tuition. | Number. | Average No. of Scholars. | | Aggregate paid for Tuition. | |
| | | | Months. | Days. | | | | | | | | | |
| Barnstable, . | 1 | Taxation, | 9 | | \$1,200 00 | 1 | 1 | — | 1 | 1 | — | \$256 90 | \$10 00 |
| Brewster, . | 1 | — | — | | — | 1 | 1 | — | 1 | 1 | — | 147 88 | — |
| Chatham, . | 1 | Taxation, | 9-15 | | 950 00 | 1 | 1 | — | 1 | 1 | — | 200 00 | — |
| Dennis, . | 1 | Taxation, | 9 | | 640 00 | 1 | 1 | — | 1 | 1 | — | 225 77 | — |
| Eastham, . | 1 | — | — | | — | 1 | 1 | — | 1 | 1 | — | 127 63 | — |
| Falmouth, . | 1 | Taxation, | 9 | | 445 50 | 1 | 34 | \$600 00 | 1 | 1 | — | 172 55 | — |
| Harwich, . | 1 | Taxation, | 8 | | 480 00 | 1 | 1 | — | 1 | 1 | — | 250 08 | — |
| Mashpee, . | 1 | — | — | | — | 1 | 1 | — | 1 | 1 | — | 115 64 | — |
| Orleans, . | 1 | Taxation, | 10 | | 1,100 00 | 1 | 1 | — | 1 | 1 | — | 143 27 | 33 00 |
| Provincetown, . | 1 | Taxation, | 10 | | 1,200 00 | 1 | 1 | — | 1 | 10 | \$50 00 | 249 53 | 58 48 |
| Sandwich, . | 2 | Taxation, | 17-6 | | { 1,000 00 875 00 | 1 | 1 | — | 1 | 23 | 400 00 | 234 04 | — |
| Taunton, . | 1 | — | — | | — | 1 | 1 | — | 1 | 1 | — | 149 35 | 2 75 |
| Wellfleet, . | 1 | Taxation, | 10-10 | | 1,000 00 | 1 | 1 | — | 1 | 1 | — | 189 31 | — |
| Yarmouth, . | 1 | In part Tax, | 9 | | 1,100 00 | 1 | 1 | — | 1 | 8 | 200 00 | 167 58 | — |
| Total, . | 11 | — | — | | \$9,990 50 | 1 | 34 | \$600 00 | 3 | 41 | \$650 00 | \$2,629 53 | \$104 23 |

BERKSHIRE COUNTY—CONCLUDED.

| | 3 | Taxation, | $\left\{ \begin{array}{l} 9-15 \\ 2-5 \end{array} \right\}$ | \$4,200 00 99 00 | | | | |
|---------|---|-----------|---|---------------------|--|--|--|--|
| Adams, | . | | | | | | | |
| Alford, | . | | | | | | | |

SCHOOL RETURNS.

vii

| | | | | | | | | | | | |
|------------------|----|-----------|------|-------------|---|----|----|-----|-------------|------------|----------|
| Becket, . . . | - | - | - | - | - | - | 3 | 25 | \$190 67 | \$150 27 | - |
| Cheshire, . . | - | - | - | - | - | - | - | - | - | 175 32 | - |
| Clarksburg, . | - | - | - | - | - | - | - | - | - | 128 17 | - |
| Dalton, . . . | - | - | - | - | - | - | 1 | 25 | 400 00 | 147 33 | \$6 00 |
| Egremont, . . | - | - | - | - | - | - | - | - | - | 127 80 | - |
| Florida, . . . | - | - | - | - | - | - | - | - | - | 142 17 | - |
| Gt. Barrington, | 1 | Taxation, | 9-5 | \$1,600 00 | - | - | 2 | 30 | 1,250 00 | 266 47 | - |
| Hancock, . . | 1 | Taxation, | 8 | 400 00 | - | - | 1 | 4 | 59 00 | 128 91 | 33 00 |
| Hinsdale, . . | 1 | Taxation, | 10 | 1,500 00 | - | - | 1 | - | - | 164 45 | 2 75 |
| Lee, . . . | 1 | Taxation, | 9 | 1,100 00 | - | - | 1 | 50 | 500 00 | 166 47 | 5 00 |
| Lenox, . . . | 1 | - | - | - | - | - | - | - | - | 126 33 | - |
| Monterey, . . | - | - | - | - | - | - | - | - | - | 162 61 | - |
| Mt. Washington, | - | - | - | - | - | - | - | - | - | 256 34 | - |
| New Ashford, . | - | - | - | - | - | - | - | - | - | 111 79 | - |
| New Marlboro', | - | - | - | - | - | 1 | - | - | - | 108 47 | - |
| Ofis, . . . | - | - | - | - | - | 50 | - | - | - | 172 18 | - |
| Peru, . . . | - | - | - | - | - | - | 1 | 7 | 60 00 | 137 20 | - |
| Pittsfield, . . | 1 | Taxation, | 10 | 2,000 00 | - | - | 2 | - | - | 118 23 | - |
| Richmond, . . | - | - | - | - | - | - | 1 | 12 | 700 00 | 601 24 | - |
| Sandisfield, . . | - | - | - | - | - | - | 1 | 24 | 85 00 | 139 42 | - |
| Savoy, . . . | - | - | - | - | - | - | 1 | 18 | 66 00 | 152 30 | - |
| Sheffield, . . | 1 | Taxation, | 9 | 648 00 | - | - | - | - | - | 126 33 | - |
| Stockbridge, . | 1 | Taxation, | 9-10 | 1,400 00 | - | - | 2 | 42 | 6,200 00 | 167 95 | 63 25 |
| Tyringham, . . | - | - | - | - | - | - | - | - | - | 174 76 | - |
| Washington, . | - | - | - | - | - | - | - | - | - | 120 80 | - |
| W. Stockbridge, | - | - | - | - | - | - | 1 | - | - | 134 62 | - |
| Williamstown, . | 1 | Taxation, | 9-5 | 555 00 | - | - | 3 | 115 | 30,000 00 | 173 28 | 20 00 |
| Windsor, . . . | - | - | - | - | - | - | - | - | - | 220 25 | 29 00 |
| Total, . . . | 11 | - | - | \$13,502 00 | - | 50 | 21 | 372 | \$39,690 67 | \$5,594 96 | \$209 00 |

BRISTOL COUNTY.

| T O W N S . | Population—U. S. Cen- sus, 1870. | Valuation—1872. | No. of Schools. | Amount expended in 1873 for Erecting School-Houses. | Amount paid for Re- pairing, etc., in 1873. | No. of different Scholars in Public Schools dur- ing the School-year. | Avg. attendance in all the Pub. Schools dur- ing the School-year. | Persons under 5 years of age who attend the Public Schools. | Persons over 15 years of age who attend the Public Schools. | No. in the State be- tween 5 and 15 years of age, May 1, 1873. | No. of different persons employ- ed as Teachers in Pub. Schools. | | Aggre- gated Length of Public Schools for the year, in Months and Days. |
|-----------------|-------------------------------------|-----------------|-----------------|---|--|---|---|---|---|--|---|------|--|
| | | | | | | | | | | | Males. | Fem. | |
| | | | | | | | | | | | | | |
| Acushnet, . | 1,132 | \$682,324 06 | 8 | - | - | 204 | 128 | 4 | 32 | 217 | 1 | 11 | 64-15 |
| Attleborough, . | 6,769 | 2,987,311 91 | 29 | \$29,000 00 | - | 1,614 | 1,005 | 29 | 164 | 1,511 | 6 | 38 | 255-15 |
| Berkley, . | 744 | 327,809 65 | 6 | 2,240 00 | - | 155 | 96 | 26 | 26 | 111 | 1 | 7 | 42 |
| Dartmouth, . | 3,367 | 2,340,476 23 | 21 | 127 91 | \$114 00 | 696 | 395 | 16 | 79 | 612 | 5 | 29 | 154-15 |
| Dighton, . | 1,817 | 867,692 24 | 10 | - | 16 00 | 384 | 263 | 6 | 47 | 298 | 4 | 12 | 76-10 |
| Easton, . | 3,668 | 2,903,498 20 | 18 | - | 366 50 | 877 | 579 | 9 | 70 | 822 | 6 | 22 | 150-8 |
| Fairhaven, . | 2,626 | 1,676,529 57 | 11 | 1,200 00 | 309 82 | 471 | 348 | - | 59 | 416 | 2 | 17 | 93-5 |
| Fall River, . | 26,766 | 27,513,445 21 | 74 | 86,744 12 | 10,876 81 | 7,581 | 3,821 | - | 220 | 7,096 | 6 | 91 | 719 |
| Freetown, . | 1,372 | 841,317 93 | 8 | - | - | 267 | 180 | 10 | 33 | 216 | 1 | 12 | 56-15 |
| Mansfield, . | 2,432 | 884,314 40 | 9 | - | - | 446 | 346 | 7 | 26 | 513 | 1 | 12 | 54-15 |
| New Bedford, . | 21,320 | 25,483,267 65 | 63 | - | 4,200 00 | 3,671 | 2,868 | - | 233 | 3,790 | 9 | 87 | 648-8 |
| Norton, . | 1,821 | 827,559 67 | 8 | 1,671 49 | 277 40 | 293 | 192 | 7 | 30 | 295 | 5 | 12 | 64-3 |
| Raynham, . | 1,713 | 1,177,491 29 | 9 | - | 154 52 | 369 | 248 | 6 | 26 | 311 | 1 | 11 | 67-5 |
| Rehoboth, . | 1,895 | 803,565 74 | 15 | - | 476 00 | 394 | 249 | 10 | 48 | 347 | 1 | 19 | 90 |
| Seekonk, . | 1,021 | 606,265 33 | 8 | - | 80 00 | 213 | 141 | 12 | 21 | 180 | - | 16 | 62-15 |
| Somerset, . | 1,776 | 979,392 73 | 7 | - | 81 00 | 328 | 264 | 18 | 55 | 345 | 4 | 10 | 56-5 |
| Swansea, . | 1,294 | 669,337 78 | 10 | - | - | 260 | 157 | 10 | 30 | 224 | 4 | 12 | 69-10 |
| Taunton, . | 18,629 | 15,273,009 41 | 60 | - | 18 00 | 3,423 | 2,304 | - | 214 | 3,573 | 7 | 66 | 600 |
| Westport, . | 2,724 | 1,526,683 63 | 19 | - | 500 00 | 598 | 340 | 20 | 67 | 558 | 11 | 22 | 153 |
| Total, . | 102,886 | \$88,371,292 63 | 393 | \$120,983 52 | \$17,470 05 | 22,244 | 13,924 | 190 | 1,480 | 21,435 | 75 | 506 | 8-17 |

DUKES COUNTY.

| | | | | | | | | | | | | | |
|--------------|-------|----------------|----|---|----------|-----|-----|----|----|-----|---|----|------|
| Chilmark, . | 476 | \$327,835 56 | 3 | - | - | 90 | 66 | 4 | 19 | 90 | 2 | 3 | 18 |
| Edgartown, . | 1,516 | 1,205,113 77 | 9 | - | \$500 00 | 331 | 287 | 3 | 7 | 353 | 1 | 12 | 71 |
| Gay Head, . | 160 | 11,014 00 | 1 | - | - | 30 | 23 | 1 | 9 | 29 | 1 | 1 | 6-2 |
| Gosnold, . | 99 | 162,514 00 | 1 | - | - | 12 | 10 | 1 | 2 | 20 | - | 2 | 6 |
| Tisbury, . | 1,536 | 706,058 84 | 8 | - | 50 00 | 255 | 200 | 32 | 42 | 302 | 4 | 6 | 48 |
| Total, . | 3,787 | \$2,413,436 17 | 22 | - | \$550 00 | 718 | 586 | 41 | 79 | 794 | 8 | 24 | 6-16 |

BOARD OF EDUCATION.

BRISTOL COUNTY—CONTINUED.

| T O W N S. | Average Length as returned by Committee. | Average Wages of Teachers per mth, including the value of Board. | | Raised by Taxes for Schools, including Wages of Teachers, Board, fuel, care of fires and school-rooms, for the school-year 1873-74. | Amount of board, fuel, etc., voluntarily contributed for Public Schools. | Expenses of Superintendence by School Committee, including the Salary of Superintendent. | Expenses of Printing Reports, etc. | Salary of Superintendent of Public Schools. | Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools. | Income from Local School Funds. | Income of Funds, appropriated to Public Schools at the option of the Town, including Tax on dogs. |
|-------------------------|--|--|----------|---|--|--|------------------------------------|---|---|---------------------------------|---|
| | | Males. | Females. | | | | | | | | |
| Acushnet, | 8-2 | \$45 00 | \$29 65 | \$2,000 00 | — | \$80 00 | \$10 00 | — | \$18,000 00 | \$1,230 00 | \$92 06 |
| Attleborough, | 8-16 | 71 50 | 38 27 | 14,200 00 | — | 1,200 00 | 50 00 | — | — | — | 800 00 |
| Berkley, | 7 | 32 00 | 30 00 | 1,200 00 | — | 40 00 | 15 00 | — | — | — | 45 00 |
| Dartmouth, | 7-7 | 42 19 | 27 91 | 4,500 00 | — | 130 40 | 43 00 | — | — | — | 285 87 |
| Dighton, | 7-16 | 47 66 | 33 00 | 2,750 00 | — | 140 00 | 50 15 | — | — | — | 159 14 |
| Easton, | 8-11 | 68 33 | 33 79 | 7,500 00 | — | 205 60 | 93 50 | — | — | — | — |
| Fairhaven, | 8-10 | 70 00 | 41 80 | 5,267 17 | — | 150 00 | — | — | — | — | 173 33 |
| Fall River, | 10 | 153 67 | 52 05 | 70,000 00 | — | 2,340 00 | 224 00 | \$2,080 00 | — | — | — |
| Freetown, | 6-10 | 50 00 | 30 65 | 1,500 00 | — | 75 00 | 15 00 | — | — | — | — |
| Mansfield, | 6 | 83 33 | 31 75 | 3,566 00 | — | 90 00 | 15 00 | 62 92 | 1,000 00 | 60 00 | — |
| New Bedford, | 10-3 | 152 14 | 51 77 | 60,000 00 | — | 2,750 00 | 127 08 | — | 50,000 00 | 3,000 00 | — |
| Norton, | 7-17 | 43 20 | 31 77 | 2,000 00 | — | 75 00 | 16 50 | — | — | — | — |
| Raynham, | 7-10 | 40 00 | 37 89 | 3,000 00 | — | 152 25 | 24 00 | — | — | — | 220 52 |
| Rehoboth, | 6 | 35 00 | 35 72 | 2,800 00 | — | 65 00 | 25 00 | — | — | 186 00 | 271 09 |
| Seekonk, | 7-16 | — | 31 87 | 2,000 00 | — | 65 00 | 12 00 | — | 3,100 00 | — | — |
| Somerset, | 8-10 | 58 20 | 35 60 | 2,777 44 | — | 150 00 | 25 00 | 150 00 | — | — | — |
| Swansea, | 6-19 | 43 25 | 32 15 | 2,533 29 | \$15 00 | 60 00 | 19 00 | 60 00 | — | — | — |
| Taunton, | 10 | 125 71 | 41 57 | 42,000 00 | — | 2,000 00 | 167 50 | 2,000 00 | 8,500 00 | 850 00 | — |
| Westport, | 8-1 | 42 05 | 28 00 | 5,000 00 | — | 233 00 | 33 00 | — | — | — | 304 62 |
| Total, | — | \$66 84 | \$35 54 | \$234,593 90 | \$15 00 | \$10,001 25 | \$954 73 | \$4,352 92 | \$80,600 00 | \$5,326 00 | \$2,351 63 |

DUKES COUNTY—CONTINUED.

| | | | | | | | | | | |
|--------------|------|---------|---------|------------|---|----------|---------|---|---|---|
| Chilmark, . | 6 | \$40 00 | \$20 00 | \$600 00 | — | \$42 00 | \$5 00 | — | — | — |
| Edgartown, . | 7-18 | 70 00 | 24 46 | 3,325 00 | — | 257 50 | 50 00 | — | — | — |
| Gay Head, . | 6-2 | 45 00 | 17 00 | 90 00 | — | 9 00 | 9 00 | — | — | — |
| Gosnold, . | 6 | — | 26 00 | 60 00 | — | — | 3 50 | — | — | — |
| Tisbury, . | 6 | 42 54 | 22 86 | 2,000 00 | — | 90 00 | 28 50 | — | — | — |
| Total, . | — | \$49 38 | \$22 06 | \$6,075 00 | — | \$398 50 | \$96 00 | — | — | — |

SCHOOL RETURNS.

DUKES COUNTY—CONCLUDED.

[illegible]

ESSEX COUNTY.

| T O W N S. | Population—U. S. Cen- sus, 1870. | Valuation—1872. | No. of Schools. | Amount expended in 1873 for Erecting School-Houses. | Amount paid for Re- pairing, etc., in 1873. | No. of different Scholars in Public Schools dur- ing the School-year. | Avg. attendance in all the Pub. Schools dur- ing the School-year. | Persons under 5 years of age who attend the Public Schools. | Persons over 15 years of age who attend the Public Schools. | No. in the State be- tween 5 and 15 years of age, May 1, 1873. | No. of different persons employ- ed as Teachers in Pub. Schools. | | Agg'te Length of Public Schools for the Year, in Months and Days. |
|-----------------|-------------------------------------|-----------------|-----------------|---|--|---|---|---|---|--|---|------|---|
| | | | | | | | | | | | Males. | Fem. | |
| Amesbury, . . | 5,581 | \$2,331,694 62 | 27 | \$3,775 73 | \$757 76 | 995 | 769 | 6 | 82 | 1,217 | 6 | 27 | 193-12 |
| Andover, . . | 4,873 | 3,406,297 79 | 18 | — | — | 959 | 618 | 23 | 42 | 788 | — | 34 | 171 |
| Reverly, . . | 6,507 | 5,849,009 38 | 27 | 43,000 00 | 10,400 00 | 1,360 | 997 | — | 88 | 1,463 | 1 | 37 | 262 |
| Boxford, . . | 847 | 817,822 79 | 5 | — | 10 00 | 162 | 95 | 3 | 31 | 121 | 5 | 7 | 38-15 |
| Bradford, . . | 2,014 | 1,103,752 84 | 8 | — | 1,838 87 | 419 | 303 | 1 | 20 | 398 | 3 | 9 | 80 |
| Danvers, . . | 5,600 | 2,927,161 51 | 21 | — | 1,200 00 | 1,163 | 912 | 13 | 87 | 1,155 | 5 | 23 | 191 |
| Essex, . . | 1,614 | 943,770 71 | 9 | — | — | 298 | 268 | 5 | 13 | 335 | — | 9 | 63 |
| Georgetown, . | 2,088 | 868,536 58 | 11 | — | 817 10 | 429 | 341 | 12 | 70 | 355 | 1 | 16 | 99-15 |
| Gloucester, . . | 15,389 | 7,709,462 73 | 32 | — | 2,500 00 | 3,662 | 2,567 | — | 368 | 3,297 | 7 | 94 | 299 |
| Groveland, . . | 1,776 | 774,183 26 | 6 | — | 100 00 | 346 | 238 | 11 | 22 | 366 | — | 7 | 58 |
| Hamilton, . . | 790 | 536,020 22 | 4 | — | 63 00 | 137 | 94 | — | 27 | 140 | 4 | 4 | 28-10 |
| Haverhill, . . | 13,092 | 9,342,712 44 | 54 | 72,000 00 | 8,000 00 | 2,860 | 2,255 | 7 | 255 | 2,659 | 9 | 60 | 525 |
| Ipswich, . . | 3,720 | 1,762,137 86 | 12 | — | 200 00 | 508 | 432 | 3 | 52 | 518 | 4 | 11 | 114-4 |
| Lawrence, . . | 28,921 | 18,570,198 36 | 60 | 8,600 00 | 5,437 64 | 4,048 | 2,674 | 10 | 260 | 5,141 | 9 | 76 | 600 |
| Lynn, . . | 28,233 | 21,787,103 36 | 57 | 43,679 70 | 11,128 12 | 5,454 | 4,095 | — | 238 | 7,202 | 7 | 106 | 570 |
| Lynnfield, . . | 818 | 711,866 84 | 4 | — | 30 75 | 147 | 120 | 4 | 18 | 113 | — | 6 | 39 |
| Manchester, . . | 1,665 | 1,219,913 64 | 8 | — | — | 316 | 262 | — | 36 | 274 | — | 10 | 75-5 |
| Marblehead, . | 7,703 | 3,388,039 78 | 19 | — | 413 78 | 1,486 | 1,298 | — | 37 | 1,635 | 2 | 23 | 204-1 |
| Methuen, . . | 2,959 | 1,987,472 13 | 15 | 2,345 89 | 494 08 | 718 | 483 | 14 | 73 | 632 | 3 | 15 | 132 |
| Middleton, . . | 1,010 | 445,943 46 | 5 | 2,249 66 | — | 223 | 151 | 4 | 37 | 175 | — | 6 | 44-5 |
| Nahant, . . | 475 | 556,328 53 | 2 | — | 129 67 | 91 | 71 | — | 20 | 88 | 2 | 1 | 20-15 |
| Newbury, . . | 1,430 | 882,549 55 | 6 | — | — | 190 | 115 | 9 | 13 | 217 | 1 | 7 | 51-5 |
| Newburyport, . | 12,595 | 8,269,884 02 | 35 | 6,000 00 | 1,611 00 | 2,456 | 1,554 | — | 120 | 2,414 | 6 | 42 | 350 |

SCHOOL RETURNS.

XV

| | | | | | | | | | | | | | | |
|------------------|---------|---------------|----|-----|--------------|-------------|--------|--------|-----|-------|--------|-----|-----|--------|
| North Andover, . | 2,549 | \$2,196,427 | 34 | 14 | - | \$100 00 | 613 | 441 | - | 46 | 578 | 2 | 14 | 133 |
| Peabody, . | 7,343 | 5,427,619 | 59 | 21 | - | 1,081 97 | 1,401 | 1,069 | 3 | 89 | 1,498 | 4 | 35 | 215-5 |
| Rockport, . | 3,904 | 1,688,770 | 59 | 11 | - | 475 00 | 721 | 615 | - | 135 | 784 | 3 | 19 | 96-10 |
| Rowley, . | 1,157 | 546,301 | 01 | 5 | - | 145 00 | 200 | 137 | 2 | 21 | 209 | 1 | 6 | 37-10 |
| Salem, . | 24,117 | 25,382,251 | 19 | 71 | \$16,286 87 | 3,131 82 | 4,125 | 2,833 | 1 | 293 | 5,420 | 16 | 79 | 720 |
| Salisbury, . | 3,776 | 1,903,012 | 04 | 18 | - | - | 707 | 500 | 10 | 66 | 767 | 3 | 18 | 156-10 |
| Saugus, . | 2,247 | 1,488,852 | 07 | 11 | - | 300 00 | 455 | 364 | 1 | 15 | 522 | - | 14 | 109 |
| Swampscott, . | 1,846 | 2,104,515 | 38 | 9 | 1,429 76 | 148 81 | 381 | 300 | - | 15 | 372 | 1 | 8 | 91-5 |
| Topsfield, . | 1,213 | 755,450 | 34 | 5 | - | 45 00 | 220 | 151 | 3 | 16 | 250 | 4 | 5 | 39-12 |
| Wenham, . | 985 | 504,944 | 95 | 5 | - | - | 161 | 147 | 1 | 10 | 160 | - | 6 | 42-10 |
| West Newbury, . | 2,006 | 1,129,092 | 87 | 11 | - | 103 21 | 446 | 339 | 8 | 38 | 442 | 2 | 18 | 88 |
| Total, . . | 200,843 | \$144,327,699 | 78 | 626 | \$199,367 61 | \$50,602 58 | 37,857 | 27,608 | 154 | 2,753 | 41,655 | 112 | 842 | 9-10 |

ESSEX COUNTY—CONTINUED.

| TOWNS. | Average Length as returned by Committee. | Average Wages of Teachers per m'th, including the value of Board. | | Raised by Taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1873-74. | Amount of board, fuel, etc., voluntarily contributed for Public Schools. | Expenses of Superintendence by School Committee, including the Salary of Superintendent. | Expenses of Printing Reports, etc. | Salary of Superintendent of Public Schools. | Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools. | Income from Local School Funds. | Income of Funds, appropriated to Public Schools at the option of the Town, including Tax on dogs. |
|------------------------|--|---|----------|---|--|--|------------------------------------|---|---|---------------------------------|---|
| | | Males. | Females. | | | | | | | | |
| Amesbury, | 7-4 | \$100 00 | \$27 00 | \$8,600 00 | — | \$300 00 | \$70 00 | — | 151,258 00 | \$8,397 00 | \$272 91 |
| Andover, | 9-10 | — | 41 22 | 9,500 00 | — | 425 00 | 88 10 | — | — | — | — |
| Beverly, | 9-14 | 160 00 | 39 13 | 18,000 00 | — | 180 00 | 100 00 | — | 3,000 00 | 180 00 | — |
| Boxford, | 7-15 | 50 00 | 33 00 | 1,200 00 | — | 155 00 | 25 00 | — | 3,940 00 | 230 00 | 150 00 |
| Bradford, | 10 | 182 50 | 43 13 | 6,000 00 | \$300 00 | 170 00 | 30 00 | — | 200,000 00 | — | — |
| Danvers, | 9-3 | 130 00 | 35 50 | 12,000 00 | — | — | 70 00 | — | — | — | 317 00 |
| Essex, | 7 | — | 37 33 | 2,500 00 | — | 150 00 | 20 50 | \$150 00 | — | — | 141 42 |
| Georgetown, | 9 | 83 33 | 38 00 | 4,500 00 | — | 200 00 | 25 00 | 200 00 | — | — | 190 36 |
| Gloucester, | 9-11 | 143 82 | 34 80 | 37,247 68 | — | 3,247 29 | 154 00 | 2,500 00 | — | — | 452 32 |
| Groveland, | 9-10 | — | 38 50 | 2,211 00 | — | 133 00 | 30 00 | — | — | — | — |
| Hamilton, | 7-3 | 54 08 | 26 25 | 1,000 00 | 20 00 | 41 25 | 13 88 | — | — | — | 55 98 |
| Haverhill, | 9-15 | 120 00 | 55 00 | 41,700 00 | — | 900 00 | 175 00 | — | — | — | 2,200 00 |
| Ipswich, | 9-12 | 65 00 | 35 22 | 6,100 00 | — | 150 00 | 25 00 | — | 14,000 00 | 650 00 | 213 16 |
| Lawrence, | 10 | 169 17 | 53 01 | 59,823 73 | — | 3,000 00 | 161 20 | 3,000 00 | — | — | 1,031 50 |
| Lynn, | 10 | 188 33 | 59 52 | 83,044 37 | — | 500 00 | 732 89 | — | — | — | — |
| Lynnfield, | 9-15 | — | 37 00 | 1,500 00 | — | 190 00 | 37 81 | — | — | — | 61 37 |
| Manchester, | 9-3 | 84 00 | 30 71 | 2,950 00 | — | — | 40 00 | — | — | — | — |
| Marblehead, | 10-15 | 120 83 | 44 13 | 15,000 00 | 200 00 | — | 100 00 | — | 12,312 00 | 621 13 | 479 08 |
| Methuen, | 9 | 105 55 | 35 96 | 6,520 00 | — | 190 00 | 43 00 | — | — | — | — |
| Middleton, | 8-17 | — | 34 93 | 1,500 00 | — | 37 50 | 13 50 | — | — | — | 61 90 |
| Nahant, | 11 | 115 00 | 48 00 | 2,500 00 | — | 75 00 | 37 00 | — | — | — | — |
| Newbury, | 8-11 | 30 00 | 29 00 | 1,500 00 | 5 00 | 50 00 | 24 00 | — | 20,000 00 | 1,200 00 | 60 00 |
| Newburyport, | 10 | 141 66 | 43 23 | 31,503 31 | — | 175 00 | 84 00 | — | 65,000 00 | 3,900 00 | 631 36 |

| | | | | | | | | | | | |
|------------------|-------|----------|---------|--------------|----------|-------------|----------|------------|------------|-------------|------------|
| North Andover, . | 10-3 | \$123 00 | \$36 00 | \$6,800 00 | - | \$305 00 | \$28 00 | - | \$200 00 | \$12 00 | - |
| Peabody, . | 10-5 | 158 53 | 49 03 | 27,350 00 | - | 436 50 | 75 00 | - | 16,000 00 | 480 00 | \$547 10 |
| Rockport, . | 8-15 | 65 00 | 33 51 | 5,406 98 | - | 400 00 | 36 00 | - | - | - | - |
| Rowley, . | 7-10 | 60 00 | 28 30 | 1,716 00 | - | 75 00 | 25 00 | - | - | - | - |
| Salem, . | 10-6 | 187 14 | 54 53 | 62,339 11 | - | 1,308 12 | 163 83 | 2,500 00 | 4,000 00 | 200 00 | 1,306 04 |
| Salisbury, . | 8-13 | 100 00 | 31 42 | 7,000 00 | - | 350 00 | 45 00 | - | - | - | 205 09 |
| Saugus, . | 10 | - | 40 36 | 6,000 00 | - | 150 00 | 100 00 | - | - | - | - |
| Swampscott, . | 10-15 | 111 63 | 40 70 | 6,000 00 | - | 135 00 | 60 00 | - | - | - | 112 00 |
| Topsfield, . | 7-19 | 55 66 | 32 80 | 1,500 00 | - | 100 00 | 30 00 | - | - | - | 109 81 |
| Wenham, . | 8-10 | - | 37 40 | 1,600 00 | - | 72 00 | 16 00 | - | - | - | - |
| West Newbury, . | 8 | 50 00 | 42 88 | 3,993 64 | - | 150 00 | 32 00 | 150 00 | - | - | - |
| Total, . | - | \$109 42 | \$39 01 | \$486,105 82 | \$525 00 | \$13,825 66 | 2,710 71 | \$8,500 00 | 489,710 00 | \$15,870 13 | \$8,598 40 |

ESSEX COUNTY—CONCLUDED.

| TOWNS. | HIGH SCHOOLS. | | | | INCORP. ACADEMIES. | | | UNINCORP. ACADEMIES AND PRIVATE SCHOOLS. | | | Town's share of School Fund, payable January 25, 1874. | How much of said Fund was used for apparatus and books of reference. | |
|------------------------|---------------|----------------|---------|-------|----------------------|---------|--------------------------|--|---------|--------------------------|--|--|-----------------------------|
| | Number. | How supported. | Length. | | Salary of Principal. | Number. | Average No. of Scholars. | Aggregate paid for Tuition. | Number. | Average No. of Scholars. | | | Aggregate paid for Tuition. |
| | | | Months. | Days. | | | | | | | | | |
| Amesbury, | 4 | Taxation, | 9-10* | | \$4,000 00 | 1 | 300 | \$16,052 00 | 1 | 40 | \$40 00 | \$282 30 | \$70 57 |
| Andover, | 1 | Not by Tax, | 10 | | 1,800 00 | 2 | | | | 3 | 26 | 233 68 | — |
| Beverly, | 1 | Taxation, | 10 | | 1,600 00 | 1 | — | — | — | 2 | 40 | 600 00 | 355 95 |
| Boxford, | 1 | — | — | | — | 1 | 130 | 12,109 00 | — | 7 | 900 00 | 130 20 | 15 00 |
| Bradford, | 1 | Taxation, | 10 | | 1,825 00 | 1 | — | — | — | — | — | 172 91 | — |
| Danvers, | 1 | Taxation, | 10 | | 1,500 00 | 1 | — | — | — | — | — | 317 29 | 50 00 |
| Essex, | 1 | — | — | | — | 1 | — | — | — | 2 | 60 00 | 164 08 | 20 00 |
| Georgetown, | 1 | Taxation, | 9-15 | | 1,000 00 | 1 | — | — | — | — | — | 182 13 | — |
| Gloucester, | 1 | Taxation, | 10-5 | | 2,000 00 | 1 | 35 | 700 00 | — | 57 | 639 00 | 697 92 | 152 70 |
| Groveland, | 1 | — | — | | — | 1 | — | — | — | — | — | 172 55 | — |
| Hamilton, | 1 | — | — | | — | 1 | — | — | — | — | — | 125 78 | — |
| Haverhill, | 1 | Taxation, | 10 | | 2,000 00 | 1 | — | — | — | 37 | 850 00 | 827 39 | — |
| Ipswich, | 1 | Taxation, | 10 | | 1,200 00 | 1 | — | — | — | 50 | 1,400 00 | 203 12 | — |
| Lawrence, | 1 | Taxation, | 10 | | 3,000 00 | 1 | — | — | — | 2 | 1,200 | 992 55 | — |
| Lynn, | 1 | Taxation, | 10 | | 2,400 00 | 1 | — | — | — | 7 | 7,200 00 | 1,353 65 | — |
| Lynnfield, | 1 | — | — | | — | 1 | — | — | — | — | — | 121 31 | — |
| Manchester, | 1 | Taxation, | 9-10 | | 800 00 | 1 | — | — | — | — | — | 152 30 | — |
| Marblehead, | 1 | Taxation, | 10-15 | | 1,500 00 | 1 | — | — | — | 35 | 280 00 | 395 92 | — |
| Methuen, | 1 | Taxation, | 9 | | 1,100 00 | 1 | — | — | — | — | — | 206 07 | — |
| Middleton, | 1 | — | — | | — | 1 | — | — | — | — | — | 137 20 | — |
| Nahant, | 1 | — | — | | — | 1 | — | — | — | — | — | 106 41 | — |
| Newbury, | 1 | — | — | | — | 1 | 21 | 297 08 | — | — | — | 139 22 | — |
| Newburyport, | 1 | Taxation, | 10 | | 2,000 00 | 1 | 75 | — | — | 125 | 750 00 | 568 46 | — |

| | | | | | | | | | | |
|------------------|----|-------------------|-------------|---|-----|-------------|----|-------|-------------|----------|
| North Andover, . | 1 | Taxation, 10 | \$1,200 00 | - | - | - | - | - | \$203 49 | - |
| Peabody, . | 1 | Taxation, 10-5 | 1,900 00 | - | - | - | - | 20 | 376 76 | - |
| Rockport, . | 1 | Taxation, 9 | 600 00 | - | - | - | - | - | 243 08 | - |
| Rowley, . | 1 | - | - | - | - | - | - | - | 137 94 | - |
| Salem, . | 1 | 10-8 | 3,000 00 | - | - | - | 35 | 819 | 1,098 06 | - |
| Salisbury, . | 1 | Taxation, 10 | 1,200 00 | - | - | - | - | - | 230 94 | \$155 38 |
| Saugus, . | 1 | Taxation, 10 | 640 00 | - | - | - | - | - | 189 68 | - |
| Swampscott, . | - | - | - | - | - | - | - | - | 165 37 | - |
| Topsfield, . | - | - | - | - | - | - | - | - | 139 96 | - |
| Wenham, . | - | - | - | - | - | - | 1 | - | 131 13 | - |
| West Newbury, . | - | - | - | - | - | - | - | - | 182 69 | - |
| Total, . | 24 | - | \$36,265 00 | 6 | 561 | \$29,158 08 | 70 | 2,741 | \$10,837 54 | \$463 65 |
| | | | | | | | | | \$19,872 00 | |

* Each.

FRANKLIN COUNTY.

| TOWNS. | Population—U. S. Cen- sus, 1870. | Valuation—1872. | No. of Schools. | Amount expended in 1873 for Erecting School-Houses. | Amount paid for Re- pairing, etc., in 1873. | No. of different Scholars in Public Schools dur- ing the School-year. | Avg. attendance in all the Pub. Schools dur- ing the School-year. | Persons under 5 years of age who attend the Public Schools. | Persons over 15 years of age who attend the Public Schools. | No. in the State be- tween 5 and 15 years of age, May 1, 1873. | No. of different persons employ- ed as Teachers in Pub. Schools. | | Age'te Length of Public Schools for the year, in Months and Days. |
|------------------------|-------------------------------------|-----------------|-----------------|---|--|---|---|---|---|--|---|------|---|
| | | | | | | | | | | | Males. | Fem. | |
| Ashfield, | 1,180 | \$558,337 62 | 14 | — | — | 206 | 158 | 8 | 46 | 202 | 1 | 21 | 86 |
| Barnardston, | 961 | 478,234 80 | 6 | \$600 00 | \$30 00 | 157 | 99 | 9 | 6 | 143 | 2 | 9 | 41-15 |
| Buckland, | 1,946 | 602,238 16 | 10 | — | 607 00 | 415 | 266 | 13 | 23 | 408 | — | 17 | 66-18 |
| Charlemont, | 1,005 | 397,298 44 | 8 | — | 300 00 | 209 | 124 | 2 | 55 | 157 | 3 | 12 | 49 |
| Coleraine, | 1,742 | 729,502 68 | 14 | — | 3,812 59 | 382 | 280 | 7 | 77 | 332 | 1 | 22 | 86 |
| Conway, | 1,460 | 869,061 87 | 14 | — | 548 00 | 353 | 235 | 8 | 55 | 293 | 3 | 21 | 91-8 |
| Deerfield, | 3,632 | 1,464,055 28 | 18 | 1,073 47 | 377 99 | 698 | 493 | 4 | 87 | 655 | 3 | 30 | 134-15 |
| Erving, | 579 | 260,911 42 | 5 | — | — | 148 | 112 | 6 | 21 | 143 | — | 7 | 35-5 |
| Gill, | 653 | 481,482 11 | 6 | 725 00 | 40 00 | 139 | 89 | 4 | 33 | 120 | 2 | 9 | 37 |
| Greenfield, | 3,589 | 2,475,857 02 | 16 | 2,418 36 | 5,643 00 | 788 | 539 | 8 | 125 | 659 | 5 | 24 | 142-15 |
| Hawley, | 672 | 171,115 66 | 8 | — | — | 152 | 109 | 4 | 19 | 129 | 1 | 11 | 48 |
| Heath, | 613 | 312,175 72 | 6 | 600 00 | 55 00 | 131 | 92 | 4 | 26 | 113 | — | 10 | 36-14 |
| Leverett, | 877 | 370,054 70 | 7 | — | 180 00 | 190 | 119 | 6 | 28 | 156 | — | 14 | 45-15 |
| Leyden, | 518 | 251,343 33 | 5 | — | — | 129 | 83 | 2 | 21 | 120 | 3 | 6 | 32-10 |
| Monroe, | 201 | 63,609 96 | 3 | 410 00 | 312 00 | 72 | 24 | 5 | 10 | 51 | 1 | 7 | 18 |
| Montague, | 2,224 | 1,007,781 91 | 18 | 27,544 22 | 209 64 | 565 | 427 | — | 71 | 640 | 4 | 19 | 103-10 |
| New Salem, | 987 | 349,997 66 | 8 | — | — | 205 | 122 | 5 | 25 | 171 | 2 | 13 | 51 |
| Northfield, | 1,720 | 789,612 10 | 11 | — | 600 00 | 309 | 276 | 10 | 40 | 308 | 2 | 13 | 72 |
| Orange, | 2,091 | 1,122,926 29 | 15 | — | 142 00 | 398 | 300 | 6 | 54 | 394 | 1 | 25 | 100-16 |
| Rowe, | 581 | 184,585 28 | 7 | — | 81 75 | 169 | 105 | 4 | 37 | 127 | 1 | 9 | 39 |
| Shelburne, | 1,582 | 1,066,305 18 | 11 | 1,286 00 | 212 00 | 384 | 277 | 3 | 103 | 271 | 1 | 14 | 85 |
| Shutesbury, | 614 | 209,984 00 | 7 | — | — | 150 | 101 | 13 | 23 | 104 | 1 | 11 | 42 |
| Sunderland, | 832 | 465,132 06 | 6 | — | 338 00 | 229 | 154 | 7 | 52 | 170 | — | 10 | 43-5 |

HAMPTDEN COUNTY.

| | 769 | \$258,329 | 35 | 9 | - | - | 125 | 97 | 5 | 23 | 125 | 1 | 13 | 55-10 |
|-------------------------|--------|--------------|----|-----|----------|----|----------|-------|-------|-------|--------|----|-----|--------|
| Warwick, . . . | 539 | 206,909 | 42 | 5 | - | - | 90 | 60 | 1 | 6 | 83 | - | 8 | 30 |
| Wendell, . . . | 1,068 | 802,511 | 69 | 6 | - | - | 197 | 144 | 3 | 12 | 223 | 2 | 12 | 51-10 |
| Whately, . . . | | | | | | | | | | | | | | |
| Total, . . . | 32,635 | \$15,949,353 | 71 | 243 | \$34,657 | 05 | \$13,513 | 97 | 147 | 1,078 | 6,297 | 40 | 367 | 6-14 |
| | | | | | | | | | | | | | | |
| Agawam, . . . | 2,001 | \$965,323 | 95 | 10 | \$1,356 | 83 | \$403 | 64 | 230 | 13 | 398 | 1 | 15 | 81 |
| Blanford, . . . | 1,026 | 536,872 | 12 | 10 | - | - | 26 | 09 | 175 | 58 | 222 | 1 | 22 | 74-15 |
| Brimfield, . . . | 1,286 | 717,093 | 08 | 10 | 1,286 | - | 372 | 94 | 162 | 9 | 252 | 1 | 12 | 60-10 |
| Chester, . . . | 1,253 | 496,540 | 46 | 10 | - | - | - | - | 204 | 2 | 213 | 1 | 13 | 63 |
| Chicopee, . . . | 9,607 | 4,379,262 | 85 | 25 | - | - | 599 | 32 | 901 | 29 | 2,044 | 5 | 35 | 225-5 |
| Granville, . . . | 1,293 | 480,283 | 41 | 12 | - | - | 30 | 00 | 200 | 7 | 320 | 3 | 18 | 74-6 |
| Holland, . . . | 344 | 146,605 | 88 | 4 | - | - | 10 | 00 | 55 | 3 | 75 | 2 | 7 | 24 |
| Holyoke, . . . | 10,733 | 6,261,712 | 49 | 27 | - | - | 1,123 | 859 | 23 | 67 | 2,565 | 3 | 33 | 260-12 |
| Longmeadow, . . . | 1,342 | 1,209,609 | 84 | 11 | 2,186 | 98 | 751 | 59 | 186 | 8 | 266 | 2 | 17 | 86-15 |
| Ludlow, . . . | 1,138 | 485,955 | 30 | 10 | - | - | 216 | 135 | 4 | 41 | 205 | 4 | 15 | 65-15 |
| Monson, . . . | 3,204 | 1,393,765 | 94 | 17 | 1,037 | 73 | 54 | 23 | 344 | 15 | 555 | 3 | 26 | 129-10 |
| Montgomery, . . . | 318 | 158,231 | 00 | 5 | - | - | 76 | 44 | 5 | 8 | 59 | - | 8 | 33-4 |
| Palmer, . . . | 3,631 | 1,412,195 | 71 | 15 | 1,215 | 49 | 483 | 92 | 435 | 24 | 844 | 5 | 20 | 134-7 |
| Russell, . . . | 635 | 283,149 | 66 | 6 | - | - | 126 | 95 | 8 | 7 | 120 | - | 7 | 36 |
| Southwick, . . . | 1,100 | 729,392 | 87 | 10 | - | - | 279 | 160 | 12 | 44 | 227 | 4 | 17 | 77-10 |
| Springfield, . . . | 26,703 | 29,500,151 | 56 | 94 | 53,095 | 82 | 5,238 | 3,585 | 18 | 293 | 4,399 | 10 | 120 | 940 |
| Tolland, . . . | 509 | 302,583 | 66 | 6 | - | - | 101 | 58 | 6 | 16 | 104 | 1 | 9 | 31-15 |
| Wales, . . . | 831 | 373,372 | 12 | 6 | 500 | 00 | 203 | 31 | 10 | 18 | 138 | - | 9 | 34-10 |
| Westfield, . . . | 6,519 | 5,163,347 | 03 | 29 | - | - | 1,449 | 1,045 | 18 | 143 | 1,314 | 4 | 42 | 253 |
| West Springfield, . . . | 2,606 | 2,161,000 | 48 | 16 | 13,000 | 00 | 885 | 442 | 4 | 44 | 634 | - | 27 | 160 |
| Wilbraham, . . . | 2,330 | 883,278 | 57 | 14 | - | - | 499 | 281 | 16 | 38 | 398 | 2 | 21 | 107 |
| Total, . . . | 78,409 | \$58,039,727 | 97 | 347 | \$72,392 | 85 | \$23,994 | 83 | 9,705 | 241 | 15,362 | 52 | 493 | 8-10 |

FRANKLIN COUNTY—CONTINUED.

| TOWNS. | Average Length as returned by Committee. | Average Wages of Teachers per month, including the value of Board. | | Raised by Taxes for Schools, including wages of Teachers, board, fuel, care of rooms, for the school-year 1873-74. | Amount of board, fuel, etc., voluntarily contributed for Public Schools. | Expenses of Superintendent, including the salary of Superintendent. | Reports, etc. | Salary of Superintendent of Public Schools. | Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools. | Income from Local School Funds. | Income of Funds, appropriated to Public Schools at the option of the Town, including Tax on dogs. |
|------------------------|--|--|----------|--|--|---|---------------|---|---|---------------------------------|---|
| | | Males. | Females. | | | | | | | | |
| Ashfield, | 6-3 | \$40 00 | \$25 40 | \$1,500 00 | \$758 00 | \$93 25 | \$12 00 | — | \$900 00 | \$54 00 | \$25 00 |
| Barnardston, | 6-19 | 41 00 | 29 41 | 1,000 00 | 84 00 | 82 50 | 15 00 | — | 10,716 67 | 1,230 17 | 75 73 |
| Buckland, | 6-13 | — | 31 00 | 2,000 00 | 36 00 | 143 50 | 23 00 | — | 914 83 | 54 89 | 121 90 |
| Charlemont, | 6-3 | 37 33 | 27 15 | 1,500 00 | — | 114 00 | 15 00 | — | 800 00 | 48 00 | 53 00 |
| Coleraine, | 6-3 | 40 00 | 26 28 | 2,000 00 | 80 00 | 158 82 | — | — | — | — | — |
| Conway, | 6-10 | 43 77 | 29 86 | 3,500 00 | 260 00 | 126 00 | 18 00 | — | — | — | — |
| Deerfield, | 7-10 | 93 33 | 35 13 | 6,174 51 | 157 00 | 237 87 | 30 00 | — | 12,000 00 | 720 00 | 208 07 |
| Erving, | 7-1 | — | 34 60 | 1,200 00 | — | 36 00 | 17 25 | — | — | 54 00 | 157 04 |
| Gill, | 6-3 | 40 00 | 29 00 | 1,000 00 | 280 00 | 42 00 | 7 00 | — | — | — | — |
| Greenfield, | 8 | 56 00 | 41 39 | 10,500 00 | — | 253 75 | 36 00 | — | — | — | — |
| Hawley, | 6 | 25 00 | 24 00 | 1,048 75 | — | 40 00 | 25 00 | — | 395 50 | 23 73 | — |
| Heath, | 6-2 | — | 26 16 | 1,100 00 | — | 67 00 | 8 00 | — | — | — | — |
| Leverett, | 6-10 | — | 24 20 | 1,000 00 | 92 00 | 64 40 | 18 00 | — | — | — | 55 00 |
| Leyden, | 6-9 | 30 67 | 21 28 | 600 00 | 75 00 | 26 00 | 10 00 | — | — | — | — |
| Monroe, | 6 | 24 00 | 21 00 | 250 00 | — | 29 00 | 5 00 | — | — | — | — |
| Montague, | 7-10 | 60 00 | 36 00 | 5,000 00 | 250 00 | 150 75 | 15 00 | — | — | — | — |
| New Salem, | 6 | 26 00 | 25 79 | 1,100 00 | 52 50 | 49 00 | 15 50 | — | 9,000 00 | 630 00 | 29 16 |
| Northfield, | 6-11 | 49 00 | 34 00 | 2,800 00 | — | 80 00 | 15 00 | — | 400 00 | 29 00 | — |
| Orange, | 6-14 | 100 00 | 27 49 | 3,700 00 | — | 308 00 | 39 75 | — | — | — | — |
| Rowe, | 6 | 33 33 | 25 83 | 1,000 00 | — | 69 50 | 12 20 | — | 200 00 | 12 00 | 50 62 |
| Shelburne, | 7-15 | 100 00 | 40 00 | 3,700 00 | 120 00 | 275 00 | 22 00 | — | — | — | — |
| Shutesbury, | 6 | 38 00 | 23 00 | 800 00 | — | 49 00 | 16 00 | — | 267 00 | 16 00 | 42 00 |
| Sunderland, | 7-4 | — | 55 60 | 1,800 00 | 50 00 | 100 00 | 10 00 | — | — | — | — |

| | | | | | | | | | | | |
|----------------|------|---------|---------|-------------|------------|------------|----------|---|-------------|------------|----------|
| Warwick, . . . | 6-5 | \$24 62 | \$24 00 | \$1,200 00 | \$45 00 | \$77 30 | \$15 00 | - | \$500 00 | \$30 00 | - |
| Wendell, . . . | 6 | - | 25 75 | 700 00 | - | 39 25 | - | - | 540 00 | 41 00 | - |
| Whately, . . . | 8-11 | 32 50 | 30 00 | 1,800 00 | - | 50 00 | 12 00 | - | - | - | - |
| Total, . . . | - | \$46 72 | \$29 74 | \$57,973 26 | \$2,339 50 | \$2,761 89 | \$411 70 | - | \$36,634 00 | \$2,962 79 | \$817 52 |

HAMPDEN COUNTY—CONTINUED.

| | | | | | | | | | | | |
|-------------------------|------|---------|---------|--------------|----------|------------|----------|------------|------------|-------------|------------|
| Agawam, . . . | 8 | \$44 00 | \$31 85 | \$3,000 00 | \$32 00 | \$67 00 | - | - | - | - | \$119 22 |
| Blandford, . . . | 7-10 | 25 00 | 25 00 | 1,200 00 | - | 10 00 | \$12 00 | - | \$2,500 00 | \$150 00 | - |
| Brimfield, . . . | 6-19 | 24 00 | 31 33 | 2,000 00 | - | 99 50 | 18 50 | - | 65,000 00 | 4,000 00 | - |
| Chester, . . . | 6-3 | 51 00 | 28 50 | 2,300 00 | - | 113 27 | - | - | - | - | - |
| Chicopee, . . . | 9 | 150 00 | 44 16 | 24,625 00 | - | 600 00 | 25 00 | - | - | - | - |
| Granville, . . . | 6-4 | 38 00 | 30 60 | 2,000 00 | 100 00 | 50 00 | 12 00 | - | - | - | 135 00 |
| Holland, . . . | 6 | 28 00 | 24 14 | 500 00 | - | 28 50 | 8 00 | - | - | - | 53 62 |
| Holyoke, . . . | 9-17 | 155 00 | 37 38 | 25,350 00 | - | 1,538 82 | 43 82 | \$1,600 00 | 222 22 | 13 33 | 499 82 |
| Longmeadow, . . . | 7-18 | 65 00 | 35 88 | 3,200 00 | - | 165 00 | 57 50 | - | 1,131 00 | 51 17 | 139 02 |
| Ludlow, . . . | 6-12 | 38 25 | 28 80 | 1,600 00 | - | 110 00 | 22 00 | - | - | - | - |
| Monson, . . . | 7-12 | 33 00 | 33 00 | 4,800 00 | - | 200 56 | 10 00 | - | 25,500 00 | 2,300 19 | 320 19 |
| Montgomery, . . . | 6-13 | - | 24 00 | 500 00 | 72 00 | 34 15 | 6 00 | - | - | - | 48 42 |
| Palmer, . . . | 9 | 53 00 | 35 41 | 5,000 00 | - | 313 00 | 15 00 | - | 850 00 | 57 00 | 368 69 |
| Russell, . . . | 6 | - | 26 00 | 850 00 | - | 6 00 | 6 00 | - | - | - | 57 00 |
| Southwick, . . . | 7-15 | 56 25 | 28 50 | 1,500 00 | 126 00 | 128 25 | 26 00 | - | 15,618 01 | 1,093 26 | 142 15 |
| Springfield, . . . | 10 | 191 11 | 56 33 | 104,000 00 | - | 2,700 00 | 150 00 | 3,500 00 | - | - | - |
| Tolland, . . . | 5-6 | 27 00 | 27 27 | 500 00 | 274 00 | 20 00 | 5 00 | - | - | - | 54 00 |
| Wales, . . . | 6-6 | - | 28 87 | 800 00 | - | 36 25 | 13 00 | - | - | - | 115 06 |
| Westfield, . . . | 9 | 148 00 | 40 00 | 21,000 00 | - | 550 00 | 125 00 | - | 46,000 00 | 3,000 00 | 900 00 |
| West Springfield, . . . | 10 | - | 41 34 | 8,600 00 | - | 155 00 | 8 00 | - | 13,000 00 | 850 00 | 349 34 |
| Wilbraham, . . . | 8 | 31 00 | 30 00 | 3,200 00 | - | 182 75 | 20 00 | - | 1,705 25 | 102 31 | 215 02 |
| Total, . . . | - | \$68 09 | \$32 78 | \$216,525 00 | \$604 00 | \$7,108 05 | \$582 82 | \$5,100 00 | 171,526 48 | \$11,617 26 | \$3,516 55 |

SCHOOL RETURNS.

XXV

| | | | | | | | | | | |
|----------------|---|---|---|---|----|----|-----|------------|------------|----------|
| Warwick, . . . | - | - | - | - | - | 1 | 30 | \$150 00 | \$122 64 | - |
| Wendell, . . . | - | - | - | - | - | - | - | - | 114 72 | - |
| Whately, . . . | - | - | - | - | - | 1 | 36 | 458 00 | 141 42 | - |
| Total, . . . | 9 | - | - | - | 93 | 13 | 340 | \$2,758 00 | \$3,759 93 | \$682 94 |

HAMPDEN COUNTY—CONCLUDED.

| | | | | | | | | | | |
|-------------------------|----|-----------------|-------------|---|-----|----|-------|------------|------------|----------|
| Agawam, . . . | - | - | - | - | - | - | - | - | \$175 13 | - |
| Blandford, . . . | - | - | - | - | - | - | - | - | 137 01 | \$32 50 |
| Brimfield, . . . | 1 | Endowment, | - | - | - | - | - | - | 144 94 | - |
| Chester, . . . | - | - | - | - | - | 1 | - | - | 146 96 | - |
| Chicopee, . . . | 2 | Taxation, { 10 | 2,000 00 | - | - | 3 | 410 | *\$150 00 | 490 01 | - |
| Granville, . . . | - | - | 1,500 00 | - | - | 1 | 8 | 40 00 | 162 61 | - |
| Holland, . . . | - | - | - | - | - | - | - | - | 115 10 | - |
| Holyoke, . . . | 1 | Taxation, 10 | 1,600 00 | - | - | 3 | 903 | 4,283 00 | 526 84 | - |
| Longmeadow, . . . | - | - | - | - | - | - | - | - | 148 06 | - |
| Ludlow, . . . | - | - | - | - | - | 1 | 25 | 135 00 | 143 83 | - |
| Monson, . . . | 1 | In part Tax, 10 | 1,500 00 | - | 78 | 1 | 30 | 450 00 | 201 11 | - |
| Montgomery, . . . | - | - | - | - | - | - | - | - | 110 87 | - |
| Palmer, . . . | 1 | Taxation, 9 | 541 50 | - | - | - | - | - | 245 47 | - |
| Russell, . . . | - | - | - | - | - | - | - | - | 127 63 | - |
| Southwick, . . . | 1 | Fund, 5-10 | 455 00 | - | - | - | - | - | 137 75 | - |
| Springfield, . . . | 1 | Taxation, 10 | 2,500 00 | - | - | 14 | 225 | 1,200 00 | 897 53 | 200 00 |
| Tolland, . . . | - | - | - | - | - | - | - | - | 121 73 | - |
| Wales, . . . | - | - | - | - | - | - | - | - | 124 86 | - |
| Westfield, . . . | 1 | Taxation, 10 | 2,000 00 | - | - | 2 | 40 | 500 00 | 324 66 | - |
| West Springfield, . . . | 1 | Taxation, 10 | 800 00 | - | - | - | - | - | 206 23 | - |
| Wilbraham, . . . | - | - | - | - | 325 | 1 | 24 | 300 00 | 172 36 | - |
| Total, . . . | 10 | - | \$14,396 50 | - | 403 | 27 | 1,665 | \$7,058 00 | \$4,860 69 | \$232 50 |

* Two were free.

HAMPSHIRE COUNTY.

| T O W N S. | Population—U. S. Cen- sus, 1870. | Valuation—1872. | No. of Schools. | Amount expended in 1873 for Erecting School-Houses. | Amount paid for Re- pairing, etc., in 1873. | No. of different Scholars in Public Schools dur- ing the School-year. | Avg. attendance in all the Pub. Schools dur- ing the School-year. | Persons under 5 years of age who attend the Public Schools. | Persons over 15 years of age who attend the Public Schools. | No. in the State be- tween 5 and 15 years of age, May 1, 1873. | No. of different persons employ- ed as Teachers in Pub. Schools. | | Aggre Length of Public Schools for the year, in Months and Days. |
|-------------------------|-------------------------------------|-----------------|-----------------|---|--|---|---|---|---|--|---|------|--|
| | | | | | | | | | | | Males. | Fem. | |
| | | | | | | | | | | | | | |
| Amherst, | 4,035 | \$3,324,202 76 | 19 | — | \$1,939 19 | 858 | 623 | 7 | 125 | 711 | 1 | 27 | 149-15 |
| Belchertown, | 2,428 | 1,132,103 19 | 18 | — | 815 94 | 616 | 392 | 12 | 119 | 438 | 7 | 24 | 109-2 |
| Chesterfield, | 811 | 405,371 16 | 9 | — | — | 172 | 122 | 4 | 23 | 146 | 3 | 11 | 60-5 |
| Cummington, | 1,037 | 391,155 65 | 10 | \$1,400 00 | — | 235 | 168 | — | 44 | 187 | 3 | 14 | 67-5 |
| Easthampton, | 3,620 | 2,955,277 21 | 16 | 1,300 00 | 514 62 | 807 | 487 | 17 | 89 | 701 | — | 20 | 146 |
| Enfield, | 1,023 | 716,497 09 | 8 | 530 00 | — | 186 | 152 | 3 | 10 | 190 | 1 | 10 | 47 |
| Goshen, | 368 | 150,824 50 | 4 | — | 9 83 | 85 | 49 | 5 | 16 | 78 | — | 8 | 26 |
| Granby, | 863 | 546,724 41 | 9 | — | 20 00 | 197 | 134 | 6 | 27 | 147 | — | 15 | 68-7 |
| Greenwich, | 665 | 306,966 73 | 6 | — | — | 119 | 88 | 7 | 19 | 106 | 2 | 8 | 34 |
| Hadley, | 2,301 | 1,480,119 87 | 13 | — | 231 17 | 522 | 344 | 7 | 34 | 480 | — | 21 | 102-4 |
| Hatfield, | 1,594 | 1,617,664 78 | 7 | — | 430 00 | 289 | 212 | 9 | 13 | 300 | 1 | 10 | 63-15 |
| Huntington, | 1,156 | 562,987 01 | 8 | — | 162 50 | 224 | 149 | 4 | 48 | 174 | 1 | 14 | 66-10 |
| Middlefield, | 728 | 425,139 66 | 8 | — | — | 190 | 126 | 7 | 19 | 151 | 2 | 11 | 51 |
| Northampton, | 10,160 | 7,349,272 04 | 53 | — | 4,960 73 | 2,403 | 1,721 | 25 | 225 | 2,191 | 7 | 63 | 425 |
| Pelham, | 673 | 203,607 00 | 4 | 358 62 | 183 78 | 117 | 85 | — | 18 | 117 | — | 8 | 30 |
| Plainfield, | 521 | 278,990 75 | 6 | — | 4 83 | 99 | 73 | 1 | 23 | 75 | — | 7 | 36 |
| Prescott, | 541 | 217,396 88 | 11 | — | 25 00 | 109 | 80 | 3 | 20 | 96 | — | 9 | 36 |
| South Hadley, | 2,840 | 1,960,330 07 | 13 | 3,202 67 | 1,124 85 | 588 | 499 | 3 | 76 | 538 | 4 | 14 | 114-5 |
| Southampton, | 1,159 | 588,242 98 | 8 | — | — | 225 | 131 | 7 | 34 | 201 | 3 | 10 | 56-10 |
| Ware, | 4,259 | 1,759,527 89 | 20 | 2,962 89 | — | 938 | 576 | 8 | 106 | 1,004 | 2 | 24 | 144-14 |
| Westhampton, | 587 | 443,460 82 | 6 | — | — | 123 | 80 | 4 | 10 | 135 | 1 | 10 | 44-10 |

| | | | | | | | | | | | | | |
|---------------|--------|-----------------|-----|------------|-------------|-------|-------|-----|-------|-------|----|-----|-----|
| Williamsburg, | 2,159 | \$1,535,881 73 | 14 | - | \$300 00 | 577 | 369 | 5 | 54 | 527 | - | 19 | 116 |
| Worthington, | 860 | 373,670 88 | 10 | - | - | 165 | 116 | 5 | 40 | 155 | 4 | 12 | 67 |
| Total, . | 44,388 | \$28,725,415 06 | 280 | \$9,754 18 | \$10,722 41 | 9,844 | 6,776 | 149 | 1,192 | 8,848 | 43 | 369 | 7-7 |

HAMPSHIRE COUNTY—CONTINUED.

| TOWNS. | Average Length as returned by Committee. | Average Wages of Teachers per mth, including the value of Board. | | Raised by Taxes for Schools, including wages of Teachers, board, fuel, and school-rooms, for the schol- year 1873-74. | Amount of board, fuel, etc., voluntarily con- tributed for Public Schools. | Expenses of Superin- tendence by School Committee, including the salary of Super- intendent. | Expenses of Printing Reports, etc. | Salary of Superintendent of Public Sch'ls. | Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools. | Income from Local School Funds. | Income of Funds, ap- propriated to Public Schools at the option of the Town, includ- ing Tax on dogs. |
|-----------------|--|--|----------|---|--|--|------------------------------------|--|---|---------------------------------|---|
| | | Males. | Females. | | | | | | | | |
| Amherst, . | 8-15 | \$137 62 | \$37 46 | \$10,400 00 | — | \$1,250 00 | \$70 00 | — | \$5,000 00 | \$300 00 | \$149 62 |
| Belchertown, . | 6-4 | 55 00 | 29 00 | 5,000 00 | — | 200 00 | 32 00 | — | — | — | 245 00 |
| Chesterfield, . | 6-14 | 33 00 | 24 00 | 1,000 00 | \$542 00 | 51 75 | 12 00 | — | 1,100 00 | 71 00 | — |
| Cummington, . | 6-15 | 34 00 | 26 50 | 1,300 00 | 490 00 | 73 00 | 24 00 | — | — | — | 40 67 |
| Easthampton, . | 9-3 | — | 39 69 | 6,450 00 | — | 200 00 | — | — | 130,300 00 | 9,554 68 | 226 29 |
| Enfield, . | 5-18 | 44 00 | 29 40 | 1,500 00 | 41 50 | — | 7 00 | — | — | — | — |
| Goshen, . | 6-10 | — | 24 12 | 500 00 | 204 75 | 33 50 | 11 00 | — | — | — | — |
| Granby, . | 7-3 | — | 31 50 | 1,350 00 | — | 78 00 | 17 00 | — | — | — | 59 97 |
| Greenwich, . | 5-12 | 32 00 | 27 56 | 1,000 00 | — | 50 00 | 14 00 | — | 500 00 | 30 00 | — |
| Hadley, . | 7 | — | 29 99 | 3,500 00 | — | 165 18 | 27 00 | — | 30,784 00 | 2,278 98 | — |
| Hatfield, . | 9-3 | 32 00 | 34 20 | 3,000 00 | — | 110 00 | 20 00 | — | 35,000 00 | 3,100 00 | — |
| Huntington, . | 8-5 | 40 00 | 31 00 | 2,000 00 | 30 00 | 150 00 | 25 00 | \$150 00 | — | — | 57 00 |
| Middlefield, . | 6-8 | 26 00 | 24 42 | 1,050 00 | — | 60 00 | 10 00 | — | — | — | 120 00 |
| Northampton, . | 9-4 | 162 50 | 42 00 | 28,457 00 | — | 2,270 00 | 325 00 | 2,000 00 | 2,906 87 | 179 53 | — |
| Pelham, . | 7-10 | — | 31 00 | 1,000 00 | — | 92 24 | 14 00 | 86 24 | — | — | — |
| Plainfield, . | 6 | 23 50 | 23 78 | 800 00 | — | 42 75 | 15 00 | — | — | — | 20 48 |
| Prescott, . | 6 | — | 25 40 | 850 00 | — | 41 25 | 5 00 | — | — | — | — |
| South Hadley, . | 9-5 | 145 00 | 40 00 | 7,500 00 | 40 00 | 55 00 | 22 25 | — | 2,000 00 | 120 00 | 50 00 |
| Southampton, . | 7 | 28 66 | 37 60 | 1,850 00 | — | 84 00 | 16 00 | — | 1,773 00 | 124 00 | 210 06 |
| Ware, . | 7-5 | 104 44 | 32 38 | 7,500 00 | — | 426 52 | 42 00 | — | — | — | 264 92 |
| Westhampton, . | 7-4 | 30 00 | 28 00 | 1,500 00 | 54 00 | 62 00 | 12 00 | — | — | — | 40 60 |

| | | | | | | | | | | |
|---------------|-----|---------|-------------|------------|------------|----------|------------|-------------|-------------|------------|
| Williamsburg, | 8-6 | \$37 50 | \$3,000 00 | — | \$300 00 | \$35 00 | — | \$21,000 00 | \$2,238 00 | \$103 00 |
| Worthington, | 6-2 | \$34 50 | 800 00 | \$825 00 | 53 00 | 7 00 | — | — | — | 321 42 |
| Total, . . | — | \$60 14 | \$91,307 00 | \$2,927 25 | \$5,848 19 | \$762 25 | \$2,236 24 | 230,363 87 | \$17,996 19 | \$1,909 03 |

HAMPSHIRE COUNTY—CONCLUDED.

| TOWNS. | HIGH SCHOOLS. | | | | INCRP. ACADEMIES. | | | UNINCOR. ACADEMIES AND PRIVATE SCHOOLS. | | | Town's share of School Fund, payable January 25, 1874. | How much of said Fund was used for apparatus and books of reference. | |
|-----------------|---------------|----------------|---------|-------|----------------------|---------|--------------------------|---|---------|--------------------------|--|--|-----------------------------|
| | Number. | How supported. | Length. | | Salary of Principal. | Number. | Average No. of Scholars. | Aggregate paid for Tuition. | Number. | Average No. of Scholars. | | | Aggregate paid for Tuition. |
| | | | Months. | Days. | | | | | | | | | |
| Amherst, . | 1 | Taxation, | 9-10 | | \$1,400 00 | — | — | — | 1 | 20 | \$300 00 | \$225 40 | — |
| Belchertown, . | 1 | Taxation, | 9-5 | | 858 00 | — | — | — | 1 | 12 | 30 00 | 186 00 | \$15 00 |
| Chesterfield, . | — | — | — | | — | — | — | — | — | — | — | 124 67 | 27 00 |
| Cummington, . | — | — | — | | — | — | — | — | — | — | — | 135 53 | 28 00 |
| Easthampton, . | 1 | Taxation, | 9-15 | | 900 00 | 1 | 150 | \$10,629 00 | 1 | 20 | 175 00 | 259 11 | 2 00 |
| Enfield, . | — | — | — | | — | — | — | — | — | — | — | 133 14 | — |
| Goshen, . | — | — | — | | — | — | — | — | — | — | — | 112 89 | 9 00 |
| Granby, . | — | — | — | | — | — | — | — | — | — | — | 126 71 | 10 00 |
| Greenwich, . | — | — | — | | — | — | — | — | — | — | — | 119 71 | — |
| Hadley, . | 1 | Not by Tax, | 10 | | 1,000 00 | 1 | 33 | 4 50 | 1 | 12 | 1,800 00 | 187 66 | 28 85 |
| Hatfield, . | — | — | — | | — | 1 | 53 | 600 00 | — | — | 200 00 | 138 22 | — |
| Huntington, . | — | — | — | | — | — | — | — | 1 | — | — | 135 91 | — |
| Middlefield, . | — | — | — | | — | — | — | — | — | — | — | 129 64 | — |
| Northampton, . | 1 | Taxation, | 10 | | 2,250 00 | — | — | — | 5 | 35 | 1,000 00 | 493 88 | 50 00 |
| Pelham, . | — | — | — | | — | — | — | — | — | — | — | 124 67 | — |
| Plainfield, . | — | — | — | | — | — | — | — | — | — | — | 114 00 | 5 00 |
| Prescott, . | — | — | — | | — | — | — | — | — | — | — | 117 12 | 9 37 |
| South Hadley, . | — | — | — | | — | — | — | — | — | — | — | 198 33 | — |
| Southampton, . | 1 | Taxation, | 6 | | 288 00 | — | 250 | 2,500 00 | — | — | — | 139 41 | 36 00 |
| Ware, . | 2 | Taxation, | 10 | | 1,200 00 | — | — | — | — | — | — | 287 46 | 50 00 |
| Westhampton, . | 1 | In part Tax, | 3-5 | | 150 00 | — | — | — | — | — | — | 124 67 | — |

| | | | | | | | | | | | | | | | | |
|---------------|---|----|--------------|---------------|--------------------|-----|-----|-------------|----|----|------------|------------|----------|---|--------------------|------------------|
| Williamsburg, | . | 2 | In part Tax, | { 8-5 9-10 | \$435 00 600 00 | } - | - | - | - | - | - | - | - | - | \$175 20 128 17 | \$50 00 14 00 |
| Worthington, | . | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, . | . | 11 | - | - | \$9,081 00 | 4 | 486 | \$13,733 50 | 10 | 99 | \$3,505 00 | \$3,917 50 | \$334 22 | | | |

MIDDLESEX COUNTY.

| TOWNS. | Population—U. S. Census, 1870. | Valuation—1872. | No. of Schools. | Amount expended in 1873 for Erecting School-Houses. | Amount paid for Repairs, etc., in 1873. | No. of different Scholars in the Pub. Schools during the School-year. | Avg. attendance in all the Pub. Schools during the School-year. | Persons under 5 years of age who attend the Public Schools. | Persons over 15 years of age who attend the Public Schools. | No. in the State between 5 and 15 years of age, May 1, 1873. | No. of different persons employed as Teachers in Pub. Schools. | | Age & Length of Public Schools for the year, in Months and Days. |
|---------------|--------------------------------|-----------------|-----------------|---|---|---|---|---|---|--|--|------|--|
| | | | | | | | | | | | Males. | Fem. | |
| Acton, . | 1,593 | \$1,037,827 04 | 9 | — | \$4,200 00 | 335 | 249 | 5 | 117 | 291 | — | 13 | 65 |
| Arlington, . | 3,261 | 3,968,954 00 | 16 | \$58,624 04 | 730 25 | 683 | 596 | — | 54 | 559 | 3 | 18 | 165-5 |
| Ashby, . | 994 | 538,289 02 | 9 | — | 43 87 | 217 | 148 | 7 | 41 | 163 | 1 | 14 | 54 |
| Ashland, . | 2,186 | 1,149,051 92 | 12 | — | 3,800 00 | 480 | 334 | 7 | 40 | 398 | 1 | 17 | 95-8 |
| Ayer, . | — | 897,098 96 | 7 | 2,599 69 | 375 00 | 434 | 322 | 7 | 53 | 370 | 1 | 6 | 53-17 |
| Bedford, . | 849 | 555,862 26 | 6 | — | 70 30 | 182 | 118 | 1 | 12 | 164 | 1 | 8 | 51 |
| Belmont, . | 1,513 | 2,617,009 39 | 8 | 15,700 00 | 350 00 | 368 | 298 | — | 32 | 357 | 1 | 14 | 80 |
| Billerica, . | 1,833 | 1,565,065 74 | 10 | — | 32 80 | 315 | 231 | 14 | 13 | 388 | 1 | 12 | 88 |
| Boxborough, . | 338 | 267,586 66 | 4 | — | — | 84 | 76 | — | 25 | 65 | — | 7 | 26 |
| Burlington, . | 626 | 474,776 95 | 5 | — | 880 96 | 122 | 86 | 5 | 15 | 113 | 1 | 5 | 32 |
| Cambridge, . | 39,634 | 45,646,076 22 | 27 | 28,337 50 | 16,155 08 | 9,013 | 6,073 | — | 656 | 8,433 | 15 | 183 | 270 |
| Carlisle, . | 569 | 373,391 29 | 5 | — | 12 00 | 94 | 81 | 4 | 15 | 89 | — | 8 | 30-15 |
| Chelmsford, . | 2,374 | 1,764,033 18 | 14 | — | 719 69 | 479 | 374 | 13 | 69 | 453 | 2 | 17 | 102 |
| Concord, . | 2,412 | 2,364,666 82 | 13 | 2,200 00 | 600 00 | 425 | 339 | 5 | 27 | 432 | 1 | 21 | 126-15 |
| Draut, . | 2,078 | 1,391,920 72 | 13 | — | 50 00 | 510 | 300 | 7 | 69 | 320 | 5 | 15 | 89-15 |
| Dunstable, . | 471 | 326,185 22 | 5 | — | — | 117 | 76 | 2 | 21 | 73 | — | 10 | 30 |
| Everett, . | 2,220 | 2,107,796 48 | 12 | — | 500 00 | 596 | 445 | — | 13 | 602 | 1 | 17 | 112-6 |
| Framingham, . | 4,968 | 3,897,847 34 | 22 | — | 542 00 | 977 | 780 | 10 | 100 | 810 | 3 | 30 | 188 |
| Groton, . | 3,584 | 1,743,460 03 | 13 | — | 1,479 77 | 489 | 323 | 19 | 66 | 372 | 4 | 18 | 95-10 |
| Holliston, . | 3,073 | 1,857,291 57 | 16 | — | 376 67 | 685 | 521 | 26 | 88 | 644 | 2 | 23 | 129 |
| Hopkinton, . | 4,419 | 2,079,868 55 | 23 | — | 274 00 | 1,262 | 862 | 16 | 51 | 1,063 | 3 | 31 | 190-10 |
| Hudson, . | 3,389 | 1,296,966 72 | 14 | — | 732 95 | 855 | 613 | 6 | 78 | 837 | 3 | 20 | 111 |
| Lexington, . | 2,277 | 2,249,651 27 | 11 | — | 3,000 00 | 484 | 321 | 7 | 58 | 388 | 4 | 12 | 110 |

SCHOOL RETURNS.

xxxiii

| | 791 | \$700,779 78 | 5 | - | \$190 00 | 156 | 108 | 2 | 25 | 137 | - | 6 | 45-10 |
|----------------------|---------|------------------|-----|--------------|--------------|--------|--------|-----|-------|--------|-----|-------|--------|
| Lincoln, . . . | 983 | 755,331 16 | 7 | \$2,725 18 | 149 69 | 268 | 194 | 5 | 49 | 220 | - | 14 | 52-10 |
| Littleton, . . . | 40,928 | 27,811,128 12 | 66 | 28,416 00 | 14,245 00 | 7,515 | 4,654 | - | 596 | 6,728 | 15 | 122 | 668-6 |
| Lowell, . . . | 7,367 | 6,372,237 44 | 35 | 11,407 45 | 3,000 00 | 2,325 | 1,492 | - | 183 | 1,674 | 7 | 44 | 367-10 |
| Malden, . . . | 8,474 | 2,699,682 30 | 32 | - | 2,700 00 | 1,868 | 1,223 | 15 | 87 | 2,212 | 5 | 39 | 295 |
| Marlborough, . . . | - | 916,118 50 | 7 | - | 198 92 | 426 | 261 | 2 | 27 | 384 | 2 | 9 | 68-5 |
| Maynard, . . . | 5,717 | 6,263,456 43 | 20 | - | 10,383 23 | 1,121 | 908 | - | 113 | 1,166 | 7 | 25 | 210 |
| Medford, . . . | 3,414 | 2,627,733 75 | 15 | - | 1,000 00 | 756 | 669 | - | 126 | 659 | 2 | 14 | 150 |
| Melrose, . . . | 6,404 | 2,932,489 58 | 30 | 1,766 90 | 2,331 47 | 1,564 | 1,161 | 24 | 101 | 1,407 | 4 | 36 | 251-10 |
| Natick, . . . | 12,825 | 19,244,632 61 | 60 | 21,000 00 | 16,195 69 | 3,205 | 2,227 | 8 | 321 | 2,780 | 10 | 74 | 600 |
| Newton, . . . | 942 | 531,633 64 | 6 | - | 54 00 | 214 | 131 | 5 | 18 | 181 | - | 8 | 52-10 |
| North Reading, . . . | 1,842 | 1,171,801 73 | 11 | - | 650 00 | 420 | 304 | 5 | 84 | 313 | 4 | 10 | 68 |
| Pepperell, . . . | 2,664 | 1,702,763 48 | 14 | - | 647 00 | 608 | 520 | 9 | 68 | 552 | 1 | 20 | 126 |
| Reading, . . . | 1,062 | 984,136 41 | 6 | - | 20 00 | 221 | 144 | 3 | 30 | 177 | 1 | 8 | 45-10 |
| Sherborn, . . . | 1,451 | 927,209 84 | 9 | - | 131 00 | 281 | 192 | 6 | 38 | 261 | 5 | 10 | 67-10 |
| Shirley, . . . | 14,685 | 13,372,478 79 | 67 | 60,000 00 | 6,800 00 | 3,720 | 2,972 | - | 226 | 3,352 | 9 | 80 | 630 |
| Somerville, . . . | 4,513 | 2,104,304 51 | 20 | - | 391 40 | 968 | 757 | 13 | 120 | 856 | 1 | 25 | 169-10 |
| Stonham, . . . | 1,813 | 777,846 50 | 6 | - | 25 00 | 207 | 153 | 11 | 52 | 199 | 2 | 9 | 53-10 |
| Stow, . . . | 2,091 | 1,035,945 50 | 7 | - | - | 237 | 168 | 6 | 58 | 220 | 1 | 8 | 59-6 |
| Sudbury, . . . | 1,914 | 984,172 58 | 7 | - | 290 00 | 225 | 184 | - | 19 | 201 | - | 8 | 63 |
| Tewksbury, . . . | 1,962 | 766,804 31 | 13 | 2,100 00 | - | 438 | 305 | 18 | 70 | 368 | 2 | 14 | 78 |
| Townsend, . . . | 629 | 316,817 86 | 8 | 3,200 00 | 860 00 | 155 | 136 | 7 | 38 | 107 | 1 | 10 | 51-5 |
| Tyngsborough, . . . | 4,135 | 2,969,802 34 | 17 | - | 1,500 00 | 1,176 | 710 | 1 | 109 | 1,061 | 1 | 27 | 170 |
| Wakefield, . . . | 9,065 | 8,021,324 14 | 30 | - | 1,037 33 | 1,692 | 1,344 | 2 | 153 | 1,522 | 11 | 42 | 278-15 |
| Waltham, . . . | 4,326 | 4,907,134 30 | 16 | - | 4,236 23 | 853 | 659 | 4 | 64 | 838 | 6 | 18 | 149 |
| Watertown, . . . | 1,240 | 703,298 23 | 7 | 16,000 00 | 525 00 | 237 | 163 | 5 | 24 | 246 | - | 11 | 58 |
| Wayland, . . . | 1,803 | 1,063,516 64 | 11 | 6,124 21 | 259 09 | 345 | 234 | 14 | 97 | 316 | 1 | 14 | 79 |
| Westford, . . . | 1,261 | 1,327,178 64 | 7 | - | 179 63 | 190 | 153 | 7 | 27 | 185 | - | 9 | 64 |
| Weston, . . . | 866 | 513,090 74 | 6 | - | 717 64 | 173 | 147 | 3 | 30 | 151 | - | 7 | 43 |
| Wilmington, . . . | 2,645 | 3,398,370 13 | 12 | - | 1,174 85 | 618 | 479 | 3 | 74 | 508 | 2 | 13 | 107-15 |
| Winchester, . . . | 8,560 | 7,564,366 26 | 38 | 36,004 65 | 3,844 23 | 2,003 | 1,562 | - | 168 | 2,176 | 11 | 59 | 340 |
| Woburn, . . . | | | | | | | | | | | | | |
| Total, . . . | 241,063 | \$205,638,263 59 | 869 | \$296,205 62 | \$108,661 74 | 53,391 | 37,880 | 339 | 4,908 | 48,542 | 164 | 1,312 | 8-18 |

MIDDLESEX COUNTY—CONTINUED.

| T O W N S . | Average Length as returned by Committee. | Average Wages of Teachers per mth, including the value of Board. | | Raised by Taxes for Schools, including board, fuel, etc., voluntarily contributed for Public Schools. | Expenses of Superintendence by School Committee, including the Salary of Superintendent. | Expenses of Printing Reports, etc. | Salary of Superintendent of Public Sch'ls. | Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools. | Income from Local School Funds. | Income of Funds, appropriated to Public Schools at the option of the Town, including Tax on dogs. |
|------------------|--|--|----------|---|--|------------------------------------|--|---|---------------------------------|---|
| | | Males. | Females. | | | | | | | |
| Acton, . . . | 7-5 | - | \$35 34 | \$2,500 00 | \$125 00 | \$35 00 | - | \$5,354 00 | \$321 24 | \$92 31 |
| Arlington, . . | 10-5 | 170 00 | 52 70 | 16,680 72 | - | 25 00 | - | - | - | - |
| Ashby, . . . | 6 | 26 00 | 25 85 | 1,500 00 | 210 00 | 21 00 | - | - | - | 78 54 |
| Ashland, . . . | 8 | 160 00 | 35 50 | 3,900 00 | 200 00 | 45 75 | - | - | - | 1,600 00 |
| Ayer, . . . | 7-13 | 120 00 | 40 33 | 3,000 00 | 147 00 | 44 00 | - | - | - | - |
| Bedford, . . . | 8-10 | 160 00 | 30 00 | 1,600 00 | 100 00 | 20 00 | - | - | - | 96 39 |
| Belmont, . . . | 10 | 160 00 | 47 00 | 6,800 00 | 350 00 | 45 00 | - | - | - | - |
| Billerica, . . . | 8-16 | 40 00 | 32 50 | 3,500 00 | 140 00 | 20 50 | - | 21,000 00 | 1,470 00 | - |
| Boxborough, . . | 6-10 | - | 32 50 | 804 29 | 30 00 | 24 77 | - | - | - | - |
| Burlington, . . | 6-8 | 48 00 | 28 00 | 900 00 | 50 00 | 7 00 | - | - | - | 88 32 |
| Cambridge, . . | 10 | 243 71 | 68 81 | 156,597 40 | 3,300 00 | 461 00 | \$3,000 00 | 10,000 00 | 931 69 | - |
| Carlisle, . . . | 6-3 | - | 27 76 | 950 00 | 50 00 | 20 00 | 40 00 | - | - | 95 28 |
| Chelmsford, . . | 7-5 | 100 00 | 33 21 | 4,500 00 | 200 00 | 31 00 | - | - | - | - |
| Concord, . . . | 9-15 | 153 58 | 41 92 | 6,000 00 | 145 00 | 50 00 | 100 00 | 1,581 50 | 95 00 | - |
| Dracont, . . . | 7-3 | 42 20 | 33 41 | 3,500 00 | 225 00 | 40 00 | - | - | - | - |
| Dunstable, . . . | 6 | - | 28 93 | 900 00 | 30 00 | 6 00 | - | - | - | - |
| Everett, . . . | 10-3 | 133 33 | 49 28 | 10,000 00 | 300 00 | - | - | - | - | 246 84 |
| Frammingham, . | 8-9 | 142 50 | 46 25 | 13,000 00 | 650 00 | 98 00 | 650 00 | 1,258 94 | 75 54 | 253 92 |
| Groton, . . . | 7-7 | 43 25 | 33 00 | 4,000 00 | 245 00 | 72 25 | - | 37,600 00 | 2,450 00 | - |
| Holliston, . . . | 8-5 | 100 00 | 33 76 | 5,800 00 | 300 00 | 45 00 | 300 00 | - | - | - |
| Hopkinton, . . | 8-6 | 102 41 | 40 36 | 10,000 00 | 450 00 | 50 00 | - | 5,300 00 | 300 00 | - |
| Hudson, . . . | 8-7 | 120 00 | 42 85 | 6,500 00 | 296 00 | - | - | - | - | 200 00 |
| Lexington, . . | 10 | 140 00 | 46 00 | 9,500 00 | 270 00 | 50 00 | - | - | - | - |

SCHOOL RETURNS.

XXXV

| | | | | | | | | | | |
|--------------------------|-------|----------|--------------|----------|-------------|------------|-----------|------------|-------------|------------|
| Lincoln, | 9-2 | \$42 66 | \$2,200 00 | - | \$25 00 | \$17 00 | - | \$1,209 21 | \$96 58 | - |
| Littleton, | 7-5 | 37 16 | 2,000 00 | - | 95 00 | 38 00 | \$95 00 | 2,000 00 | 140 00 | 200 65 |
| Lowell, | 10-3 | 55 69 | 133,440 00 | - | 2,300 00 | 422 00 | 2,300 00 | - | - | - |
| Malden, | 10-7 | 173 08 | 29,000 00 | - | 950 00 | 101 74 | - | - | - | - |
| Marlborough, | 9-8 | 110 30 | 21,000 00 | - | 547 65 | 325 00 | - | 2,400 00 | 144 00 | - |
| Maynard, | 9-15 | 80 00 | 3,500 00 | - | 95 00 | 40 00 | - | - | - | - |
| Medford, | 10-10 | 160 00 | 24,932 79 | - | 1,245 00 | 80 00 | 800 00 | - | - | - |
| Melrose, | 10 | 150 00 | 14,500 00 | - | 300 00 | 137 00 | - | - | - | - |
| Natick, | 8-5 | 120 07 | 14,000 00 | - | 878 00 | 65 00 | - | - | - | - |
| Newton, | 10 | 206 00 | 61,927 73 | - | 4,250 00 | 300 00 | 3,000 00 | - | - | 472 77 |
| North Reading, | 8-15 | 33 00 | 1,500 00 | \$500 00 | 60 00 | 30 29 | - | - | - | - |
| Pepperell, | 6-4 | 55 50 | 2,500 00 | - | 105 00 | 35 00 | - | - | - | - |
| Reading, | 9 | 290 00 | 8,500 00 | - | 160 00 | 30 00 | - | - | - | - |
| Sherborn, | 7-11 | 87 50 | 2,000 00 | - | 155 00 | 38 00 | - | 5,000 00 | 300 00 | 113 22 |
| Shirley, | 7-10 | 45 80 | 2,500 00 | 105 00 | 101 60 | 19 00 | - | 8,190 52 | 491 43 | 119 78 |
| Somerville, | 9-8 | 188 50 | 55,472 00 | - | 2,000 00 | 100 00 | 2,000 00 | - | - | - |
| Stonham, | 8-14 | 210 53 | 13,500 00 | - | 600 00 | 30 00 | - | - | - | 462 06 |
| Stow, | 9 | 60 56 | 1,900 00 | - | 100 00 | 30 00 | 100 00 | 9,500 00 | 470 00 | 82 62 |
| Sudbury, | 8-10 | 73 00 | 2,550 00 | - | 104 00 | 17 00 | - | 300 00 | 18 00 | 175 00 |
| Tewksbury, | 9 | - | 2,200 00 | - | 120 00 | 25 50 | - | - | - | 155 55 |
| Townsend, | 6 | 80 00 | 3,375 00 | - | 145 00 | 24 00 | - | - | - | - |
| Tyngsborough, | 6-8 | 70 00 | 1,050 00 | - | 174 50 | 8 00 | - | 3,034 00 | 178 00 | 30 00 |
| Wakfield, | 10 | 170 00 | 12,500 00 | - | 1,000 00 | 100 00 | 1,000 00 | - | - | - |
| Waltham, | 9-9 | 138 33 | 27,599 13 | - | 675 00 | 50 00 | - | - | - | - |
| Watertown, | 9-5 | 141 67 | 22,000 00 | - | 300 00 | - | - | - | - | - |
| Wayland, | 8-11 | 38 00 | 2,300 00 | - | 100 00 | 30 00 | - | 200 00 | 12 00 | 175 00 |
| Weston, | 7 | 45 00 | 2,600 00 | - | - | 23 40 | - | 29,546 63 | 2,049 83 | 142 29 |
| Weston, | 9-5 | 110 00 | 3,466 00 | - | 150 00 | 30 00 | - | - | - | - |
| Wilmington, | 7 | - | 1,580 00 | - | 36 00 | 20 00 | - | - | - | - |
| Winchester, | 9 | 169 00 | 12,000 00 | - | 400 00 | 100 00 | - | - | - | - |
| Woburn, | 9 | 120 00 | 24,549 38 | - | 1,800 00 | 225 00 | 1,800 00 | 15,000 00 | 1,200 00 | - |
| Total, | - | \$119 13 | \$790,524 44 | \$718 00 | \$26,784 75 | \$3,702 20 | 15,185 00 | 158,474 80 | \$10,743 31 | \$4,880 54 |

SCHOOL RETURNS.

xxxvii

| | | | | | | | | | | | |
|----------------------|----|-------------------|-------------|---|-----|-------------|----|-------|-------------|--------------|------------|
| Lexington, . . . | 1 | Taxation, 10 | \$2,000 00 | - | - | - | 1 | 25 | \$700 00 | \$166 84 | \$41 71 |
| Lincoln, . . . | 1 | Taxation, 9-5 | 647 50 | - | - | - | - | - | - | 124 85 | - |
| Littleton, . . . | 1 | Dog Tax, 3 | 180 00 | - | - | - | - | - | - | 137 38 | - |
| Lowell, . . . | 1 | Taxation, 10-3 | 2,500 00 | 1 | 100 | \$1,150 00 | 3 | 575 | 3,000 00 | 1,259 93 | 382 00 |
| Malden, . . . | 1 | Taxation, 10-7 | 2,000 00 | - | - | - | 1 | 10 | 400 00 | 395 18 | 100 00 |
| Marlborough, . . . | 1 | Taxation, 10 | 1,800 00 | - | - | - | 5 | 100 | 1,500 00 | 507 88 | - |
| Maynard, . . . | 1 | Taxation, 9-15 | 800 00 | - | - | - | - | - | - | 179 37 | 45 00 |
| Medford, . . . | 1 | Taxation, 10-10 | 1,800 00 | - | - | - | - | - | - | 298 87 | - |
| Melrose, . . . | 1 | Taxation, 10 | 2,000 00 | - | - | - | 3 | 30 | 1,200 00 | 215 27 | - |
| Natick, . . . | 1 | Taxation, 10 | 1,200 00 | - | - | - | 1 | 12 | 225 00 | 358 35 | 80 00 |
| Newton, . . . | 1 | Taxation, 10 | 2,750 00 | 2 | 163 | 16,000 00 | 6 | 75 | 4,074 00 | 564 96 | - |
| North Reading, . . . | 1 | Taxation, 8-15 | 350 00 | - | - | - | - | - | - | 130 01 | - |
| Pepperell, . . . | 1 | Taxation, 8 | 800 00 | - | - | - | - | - | - | 159 84 | - |
| Reading, . . . | 1 | Taxation, 9 | 1,800 00 | - | - | - | 1 | 15 | 75 00 | 197 97 | - |
| Sherborn, . . . | 1 | In part Tax, 4 | 350 00 | - | - | - | - | - | - | 129 46 | - |
| Shirley, . . . | 1 | - | - | - | - | - | - | - | - | 147 51 | - |
| Somerville, . . . | 1 | Taxation, 10 | 2,200 00 | - | - | - | - | - | - | 639 92 | - |
| Stoneham, . . . | 1 | Taxation, 9-10 | 2,000 00 | - | - | - | - | - | - | 268 31 | 50 00 |
| Stow, . . . | 1 | In part Tax, 8-10 | 544 00 | - | - | - | 1 | 20 | 30 00 | 139 22 | - |
| Sudbury, . . . | 1 | - | - | - | - | - | 1 | 25 | 200 00 | 142 53 | - |
| Tewksbury, . . . | 1 | - | - | - | - | - | - | - | - | 137 57 | - |
| Townsend, . . . | 1 | Taxation, 3 | 240 00 | - | - | - | - | - | - | 167 13 | - |
| Tyngsborough, . . . | 1 | - | - | - | - | - | - | - | - | 120 24 | - |
| Wakefield, . . . | 1 | Taxation, 10 | 1,700 00 | - | - | - | - | - | - | 261 50 | - |
| Waltham, . . . | 1 | Taxation, 9-5 | 2,500 00 | 1 | 60 | 3,500 00 | 3 | 52 | 1,600 00 | 849 89 | - |
| Watertown, . . . | 1 | Taxation, 10 | 2,000 00 | - | - | - | 2 | 25 | 500 00 | 262 79 | 176 36 |
| Wayland, . . . | 1 | - | - | - | - | - | - | - | - | 143 08 | 35 00 |
| Westford, . . . | 1 | - | - | 1 | 36 | 2,000 00 | - | - | - | 144 20 | - |
| Weston, . . . | 1 | Taxation, 9-5 | 1,000 00 | - | - | - | - | - | - | 133 13 | - |
| Wilmington, . . . | 1 | Taxation, 9 | 432 00 | - | - | - | - | - | - | 130 00 | - |
| Winchester, . . . | 1 | Taxation, 10 | 1,800 00 | - | - | - | 3 | 26 | 2,600 00 | 201 82 | - |
| Woburn, . . . | 1 | Taxation, 10 | 1,800 00 | 1 | 40 | 3,000 00 | 1 | 50 | 600 00 | 429 25 | - |
| Total, . . . | 40 | - | \$58,883 50 | 7 | 492 | \$27,162 00 | 57 | 1,852 | \$44,259 00 | *\$15,631 25 | \$1,236 77 |

* This includes \$233.77 for Brighton, and \$1,354.02 for Charlestown.

NANTUCKET COUNTY.

| TOWNS. | Population—U. S. Census, 1870. | Valuation—1872. | No. of Schools. | Amount expended in 1873 for Erecting School-Houses. | Amount paid for Repairing, etc., in 1873. | No. of different Scholars in Public Schools during the School-year. | Avg. attendance in all the Pub. Schools during the School-year. | Persons under 5 years of age who attend the Public Schools. | Persons over 15 years of age who attend the Public Schools. | No. in the State between 5 and 15 years of age, May 1, 1873. | No. of different persons employed as Teachers in Pub. Schools. | | Agg're Length of Public Schools for the year, in Months and Days. |
|------------------|--------------------------------|-----------------|-----------------|---|---|---|---|---|---|--|--|------|---|
| | | | | | | | | | | | Males. | Fem. | |
| Nantucket, . . . | 4,123 | \$2,357,831 09 | 12 | 1 | \$100 00 | 516 | 463 | 3 | 33 | 654 | 1 | 14 | 9-13 |

NORFOLK COUNTY.

| Bellingham, . . . | 1,282 | \$515,725 93 | 8 | \$3,187 49 | \$100 00 | 250 | 157 | 10 | 32 | 213 | 1 | 10 | 60 |
|-------------------|-------|---------------|----|------------|-----------|-------|-----|----|----|-------|---|----|--------|
| Braintree, . . . | 3,948 | 2,186,788 92 | 16 | - | 1,398 99 | 670 | 508 | 9 | 42 | 734 | 2 | 20 | 156 |
| Brookline, . . . | 6,650 | 21,501,469 85 | 26 | 13,000 00 | 12,036 00 | 1,264 | 954 | 1 | 55 | 1,200 | 4 | 25 | 264 |
| Canton, . . . | 3,879 | 2,786,565 18 | 17 | - | 1,800 00 | 927 | 608 | 13 | 47 | 949 | 4 | 23 | 168-15 |
| Cohasset, . . . | 2,130 | 1,937,175 89 | 11 | 3,218 04 | 691 22 | 474 | 338 | - | 46 | 434 | 2 | 14 | 108-15 |
| Dedham, . . . | 7,342 | 4,829,464 96 | 24 | - | 660 81 | 946 | 788 | 1 | 73 | 1,099 | 6 | 24 | 243 |
| Dover, . . . | 645 | 409,896 21 | 4 | - | 794 00 | 149 | 78 | 5 | 20 | 107 | - | 8 | 36 |
| Foxborough, . . . | 3,057 | 1,505,935 49 | 12 | 25,000 00 | - | 592 | 437 | 5 | 67 | 515 | 2 | 15 | 104-10 |
| Franklin, . . . | 2,512 | 1,582,983 09 | 12 | - | 36 00 | 605 | 426 | 8 | 55 | 572 | 2 | 23 | 108-15 |
| Holbrook, . . . | - | 1,216,276 87 | 8 | - | 25 00 | 329 | 241 | 8 | 28 | 279 | 3 | 12 | 76 |
| Hyde Park, . . . | 4,136 | 4,898,294 61 | 30 | - | 1,490 62 | 1,513 | 933 | 3 | 83 | 1,306 | 6 | 29 | 297 |
| Medfield, . . . | 1,142 | 848,688 81 | 5 | - | 392 28 | 208 | 133 | 4 | 32 | 155 | 2 | 6 | 42-10 |
| Medway, . . . | 3,721 | 1,666,371 47 | 16 | - | 4,550 31 | 872 | 603 | 6 | 82 | 690 | 4 | 20 | 119-15 |
| Milton, . . . | 2,683 | 5,452,958 68 | 11 | - | 1,066 00 | 393 | 348 | - | 35 | 480 | 6 | 8 | 110 |
| Needham, . . . | 3,607 | 3,031,378 55 | 18 | - | 2,593 13 | 989 | 574 | 4 | 44 | 837 | 2 | 24 | 179 |
| Norfolk, . . . | 1,081 | 474,490 49 | 6 | - | - | 225 | 121 | 12 | 17 | 198 | - | 11 | 41-15 |
| Norwood, . . . | - | 1,188,850 41 | 9 | - | 1,000 00 | 445 | 310 | - | 24 | 392 | 1 | 14 | 86-6 |

| | | | | | | | | | | | | | |
|----------------|--------|-----------------|-----|-------------|-------------|--------|--------|-----|-------|--------|----|-----|--------|
| Quiney, . . . | 7,442 | \$4,929,735 34 | 28 | \$38,872 94 | \$1,979 48 | 1,570 | 1,208 | - | 61 | 1,620 | 6 | 29 | 316 |
| Randolph, . . | 5,642 | 1,929,429 19 | 17 | - | 705 30 | 690 | 557 | 16 | 11 | 983 | 4 | 20 | 142-10 |
| Sharon, . . . | 1,508 | 822,389 80 | 7 | - | - | 262 | 175 | - | 17 | 289 | 2 | 6 | 56 |
| Stoughton, . . | 4,914 | 2,434,962 24 | 21 | 1,000 00 | 1,095 00 | 1,140 | 868 | 15 | 85 | 1,054 | 6 | 19 | 126 |
| Walpole, . . . | 2,137 | 1,352,977 46 | 10 | - | 832 22 | 408 | 285 | 2 | 50 | 305 | 1 | 10 | 99-7 |
| Weymouth, . . | 9,010 | 5,173,496 62 | 37 | - | 3,011 06 | 1,967 | 1,455 | 3 | 110 | 1,990 | 7 | 38 | 370 |
| Wrentham, . . | 2,292 | 1,166,231 78 | 13 | - | 1,294 63 | 493 | 323 | 16 | 65 | 408 | 2 | 19 | 85-19 |
| Total, . . . | 80,760 | \$73,842,537 84 | 366 | \$84,278 47 | \$37,552 05 | 17,391 | 12,428 | 141 | 1,181 | 16,809 | 75 | 427 | 9-6 |

NANTUCKET COUNTY—CONTINUED.

| TOWNS. | Average Length as returned by Committee. | Average Wages of Teachers per m'th, including the value of Board. | | Raised by Taxes for Schools, including wages of Teachers, board, fuel, care of rooms, for the school-year 1872-74. | Amount of board, fuel, etc., voluntarily contributed for Public Schools. | Expenses of Superintendence by School Committee, including the Salary of Superintendent. | Expenses of Printing Reports, etc. | Salary of Superintendent of Public Schools. | Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools. | Income from Local School Funds. | Income of Funds, appropriated to Public Schools at the option of the Town, including Tax on dogs. |
|--------------|--|---|----------|--|--|--|------------------------------------|---|---|---------------------------------|---|
| | | Males. | Females. | | | | | | | | |
| Nantucket, . | 9-13 | \$171 43 | \$27 38 | \$6,300 00 | — | \$100 00 | \$80 00 | — | \$38,000 00 | \$2,300 00 | — |

NORFOLK COUNTY—CONTINUED.

| | | | | | | | | | | | |
|---------------|------|---------|---------|------------|---------|----------|---------|----------|-----------|----------|----------|
| Bellingham, . | 7-10 | \$40 00 | \$34 65 | \$2,000 00 | — | \$75 00 | \$16 00 | \$75 00 | \$418 16 | \$25 19 | \$254 09 |
| Brantree, . | 9-15 | 143 00 | 38 10 | 7,500 00 | — | 216 00 | 50 00 | — | 4,500 00 | 403 75 | 401 63 |
| Brookline, . | 10 | 175 00 | 55 32 | 43,900 00 | — | 3,300 00 | — | 3,000 00 | — | — | — |
| Canton, . | 9-19 | 89 64 | 36 80 | 10,500 00 | — | 450 00 | 54 00 | 450 00 | — | — | — |
| Cohasset, . | 9-17 | 82 75 | 28 46 | 4,700 00 | — | 241 00 | 33 53 | 200 00 | 1,000 00 | 60 00 | 136 08 |
| Dedham, . | 10-5 | 117 07 | 42 58 | 18,250 00 | — | 500 00 | 110 00 | — | 1,100 00 | 66 00 | — |
| Dover, . | 9 | — | 33 80 | 1,300 00 | — | 30 00 | 15 00 | 30 00 | — | — | 92 48 |
| Foxborough, . | 9-10 | 93 16 | 35 93 | 5,700 00 | — | 312 50 | 93 00 | — | 50,000 00 | 3,700 00 | — |
| Franklin, . | 9-2 | 86 67 | 35 34 | 6,000 00 | — | 442 75 | 37 00 | — | — | — | — |
| Holbrook, . | 9-10 | 104 00 | 35 00 | 5,000 00 | — | 260 00 | 37 50 | — | — | — | 136 08 |
| Hyde Park, . | 9-18 | 156 67 | 58 60 | 29,000 00 | — | 700 00 | 70 00 | — | — | — | — |
| Medfield, . | 9-17 | 120 00 | 38 00 | 2,500 00 | \$40 00 | 72 50 | 40 00 | — | — | — | — |
| Medway, . | 7-17 | 107 41 | 38 05 | 7,000 00 | — | 254 00 | 45 00 | — | 3,760 19 | 302 68 | 121 91 |
| Milton, . | 10 | 120 00 | 51 25 | 12,000 00 | — | 300 00 | 75 00 | — | 100 00 | 7 00 | 360 62 |
| Needham, . | 9-19 | 115 00 | 44 00 | 11,000 00 | — | 447 50 | — | — | 1,666 67 | 100 00 | 410 55 |
| Norfolk, . | 8-7 | — | 36 00 | 1,600 00 | — | — | 25 00 | — | — | — | 128 71 |
| Norwood, . | 9-18 | 150 00 | 45 80 | 6,500 00 | — | 150 00 | 57 25 | — | — | — | — |

| | | | | | | | | | | | | |
|----------------------|-------|----------|---------|--------------|---------|-------------|----------|------------|-------------|-------------|------------|----------|
| Quincy, | 10-15 | \$114 73 | \$44 27 | \$25,000 00 | - | \$675 00 | \$175 00 | - | - | \$22,200 00 | \$1,275 00 | \$313 44 |
| Randolph, | 8-16 | 93 95 | 30 02 | 7,900 00 | - | 374 00 | - | - | - | 1,778 54 | 256 23 | 398 40 |
| Sharon, | 8 | 45 00 | 35 00 | 1,800 00 | - | 125 00 | 81 43 | - | - | 2,360 00 | - | 523 73 |
| Stoughton, | 6 | 74 43 | 32 69 | 11,000 00 | - | 505 28 | 38 00 | - | - | - | - | 215 46 |
| Walpole, | 9-19 | 120 00 | 40 80 | 7,000 00 | - | 239 08 | 52 44 | - | - | 9,200 00 | 552 00 | - |
| Weymouth, | 10 | 105 14 | 34 25 | 21,500 00 | - | 696 43 | 135 00 | - | - | 2,001 96 | 120 10 | 281 24 |
| Wrentham, | 7-13 | 100 00 | 32 46 | 5,000 00 | \$30 00 | 200 00 | 68 65 | - | - | - | - | - |
| Total, | - | \$106 98 | \$39 05 | \$253,650 00 | \$70 00 | \$10,566 04 | 1,308 80 | \$3,755 00 | \$98,306 98 | \$8,646 49 | \$3,774 42 | |

NANTUCKET COUNTY—CONCLUDED.

| TOWNS. | HIGH SCHOOLS. | | | | INCRP. ACADEMIES. | | | UNINCOR. ACADEMIES AND PRIVATE SCHOOLS. | | | Town's share of School Fund, payable January 25, 1874. | How much of said Fund was used for apparatus and books of reference. | |
|----------------|---------------|----------------|---------|-------|----------------------|---------|--------------------------|---|---------|--------------------------|--|--|-----------------------------|
| | Number. | How supported. | LENGTH. | | Salary of Principal. | Number. | Average No. of Scholars. | Aggregate paid for Tuition. | Number. | Average No. of Scholars. | | | Aggregate paid for Tuition. |
| | | | Months. | Days. | | | | | | | | | |
| Nantucket, . . | 1 | Taxation, | 10-10 | | \$1,800 00 | 1 | 95 | \$648 00 | 1 | 1 | — | \$207 35 | 1 |

NORFOLK COUNTY—CONCLUDED.

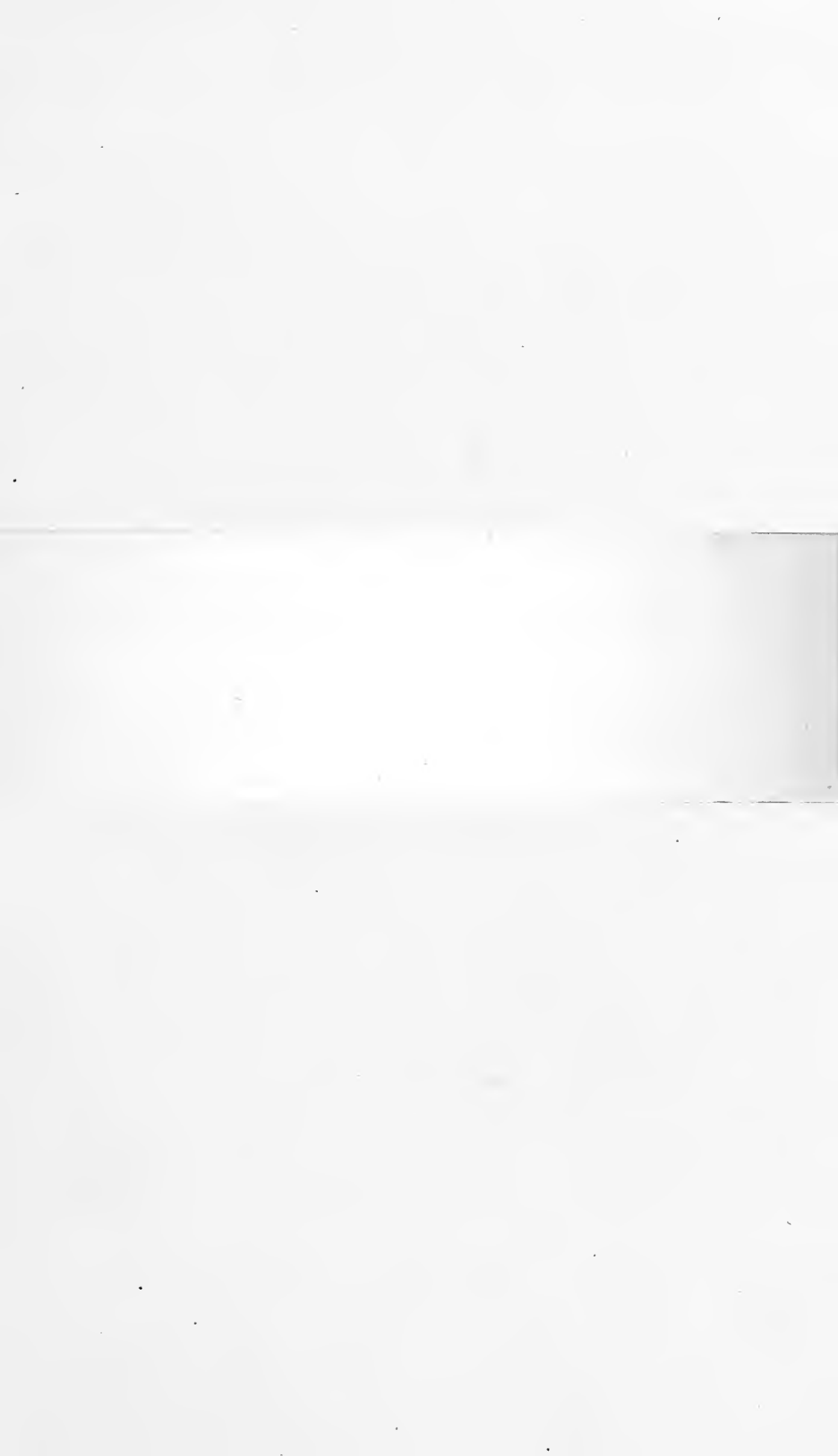
| | | | | | | | | | | | | | |
|-----------------|---|-----------|------|---|------------|---|----|------------|---|-----|------------|----------|--------|
| Bellingham, . . | 1 | — | — | — | — | 1 | — | — | 1 | — | — | \$139 04 | \$9 00 |
| Braintree, . . | 1 | Taxation, | 9-15 | | \$1,400 00 | 1 | — | — | — | — | — | 232 95 | — |
| Brookline, . . | 1 | Taxation, | 10 | | 2,800 00 | 1 | — | — | 6 | 100 | \$5,000 00 | 327 41 | 398 87 |
| Canton, . . | 1 | Taxation, | 10 | | 1,200 00 | 1 | — | — | — | — | — | 259 29 | — |
| Cohasset, . . | 1 | Taxation, | 10 | | 1,250 00 | 1 | — | — | 1 | 14 | 100 00 | 183 61 | 28 19 |
| Dedham, . . | 1 | Taxation, | 10-5 | | 1,800 00 | 1 | — | — | 5 | 100 | 2,600 00 | 293 53 | 75 00 |
| Dover, . . | 1 | — | — | | — | 1 | — | — | — | — | — | 123 75 | — |
| Foxborough, . . | 1 | Taxation, | 8-2 | | 1,200 00 | 1 | — | — | 2 | 60 | 2,000 00 | 195 01 | 48 76 |
| Franklin, . . | 1 | Taxation, | 10 | | 860 00 | 1 | 75 | \$3,000 00 | — | — | — | 200 54 | 50 00 |
| Holbrook, . . | 1 | Taxation, | 9-10 | | 1,000 00 | 1 | — | — | — | — | — | 158 55 | — |
| Hyde Park, . . | 1 | Taxation, | 10 | | 1,900 00 | 1 | — | — | 1 | 15 | 600 00 | 342 51 | — |
| Medfield, . . | 1 | Taxation, | 10 | | 1,200 00 | 1 | — | — | — | — | — | 127 63 | — |
| Medway, . . | 1 | Taxation, | 9 | | 1,000 00 | 1 | — | — | — | — | — | 223 01 | — |
| Milton, . . | 1 | Taxation, | 10 | | 1,600 00 | 1 | — | — | 1 | 20 | 1,000 00 | 189 86 | — |
| Needham, . . | 1 | Taxation, | 10 | | 1,200 00 | 1 | — | — | — | — | — | 251 00 | 93 00 |
| Norfolk, . . | 1 | — | — | | — | 1 | — | — | — | — | — | 139 77 | — |
| Norwood, . . | 1 | Taxation, | 9-18 | | 1,500 00 | 1 | — | — | — | — | — | 176 05 | — |

| | | | | | | | | | | | |
|----------------|----|-----------------|-------------|---|-----|------------|----|-----|-------------|-------------|----------|
| Quincy, . . . | 1 | Taxation, 10-15 | \$1,400 00 | 1 | 61 | \$6,200 00 | 2 | 75 | \$3,200 00 | \$392 23 | - |
| Randolph, . . | 1 | part Tax, 9-19 | 1,300 00 | - | - | - | 1 | 12 | 720 00 | 288 56 | - |
| Sharon, . . . | - | - | - | - | - | - | 1 | 30 | 600 00 | 149 19 | \$17 05 |
| Stoughton, . . | 1 | Taxation, 6 | 1,200 00 | - | - | - | - | - | - | 300 16 | - |
| Walpole, . . . | 1 | Taxation, 10 | 1,200 00 | - | - | - | - | - | - | 157 84 | - |
| Weymouth, . . | 2 | Taxation, { 10 | 1,300 00 | } | - | - | 2 | 35 | 560 00 | 456 32 | - |
| Wrentham, . . | 1 | Taxation, { 10 | 1,300 00 | | - | - | - | - | - | 170 15 | - |
| Wrentham, . . | 1 | Taxation, 9 | 1,000 00 | - | - | - | - | - | - | - | - |
| Total, . . . | 21 | - | \$28,610 00 | 2 | 136 | \$9,200 00 | 22 | 461 | \$16,380 00 | *\$5,876 28 | \$719 87 |

* This includes \$398.32 for West Roxbury.

PLYMOUTH COUNTY.

| TOWNS. | Population—U. S. Census, 1870. | Valuation—1872. | No. of Schools. | Amount expended in 1873 for Erecting School-Houses. | Amount paid for Renting, etc., in 1873. | No. of different Scholars in Public Schools during the School-year. | Avg. attendance in all the Pub. Schools during the School-year. | Persons under 5 years of age who attend the Public Schools. | Persons over 15 years of age who attend the Public Schools. | No. in the State between 5 and 15 years of age, May 1, 1873. | No. of different persons employed as Teachers in Pub. Schools. | | Age & Length of Public Schools for the year, in Months and Days. |
|---------------------------|--------------------------------|-----------------|-----------------|---|---|---|---|---|---|--|--|------|--|
| | | | | | | | | | | | Males. | Fem. | |
| Abington, | 9,308 | \$4,220,356 81 | 42 | — | \$1,500 00 | 2,209 | 1,762 | 46 | 87 | 2,193 | 9 | 51 | 368 |
| Bridgewater, | 3,660 | 2,391,899 09 | 18 | — | 100 00 | 771 | 629 | 18 | 67 | 683 | 7 | 21 | 162 |
| Carver, | 1,092 | 602,417 89 | 7 | — | 106 33 | 214 | 164 | 4 | 26 | 205 | 5 | 4 | 51 |
| Duxbury, | 2,341 | 1,180,932 56 | 11 | — | 500 00 | 383 | 321 | 3 | 40 | 399 | 5 | 12 | 90-10 |
| E. Bridgewater, | 3,017 | 1,245,410 31 | 13 | — | 122 13 | 534 | 427 | 10 | 57 | 606 | 2 | 17 | 115 |
| Halifax, | 619 | 337,558 21 | 5 | \$500 00 | — | 98 | 60 | 2 | 4 | 85 | — | 9 | 39-10 |
| Hanover, | 1,628 | 1,002,267 23 | 9 | — | 130 00 | 331 | 258 | 8 | 16 | 317 | 4 | 9 | 81 |
| Hanson, | 1,219 | 502,514 51 | 7 | — | 32 10 | 237 | 162 | 14 | 17 | 220 | 1 | 10 | 59-10 |
| Hingham, | 4,422 | 3,246,673 86 | 16 | — | 495 00 | 772 | 527 | 12 | 54 | 770 | 6 | 13 | 157-11 |
| Hull, | 261 | 258,880 98 | 1 | — | — | 35 | 29 | 2 | 3 | 52 | — | 1 | 9 |
| Kingston, | 1,604 | 1,428,795 16 | 8 | — | 154 41 | 311 | 229 | 10 | 12 | 266 | 3 | 11 | 75 |
| Lakeville, | 1,159 | 572,712 25 | 11 | — | 100 00 | 223 | 168 | 11 | 24 | 193 | 1 | 13 | 66 |
| Marion, | 896 | 485,308 23 | 6 | 774 00 | 264 23 | 175 | 146 | — | 37 | 183 | 2 | 6 | 36 |
| Marshfield, | 1,659 | 827,907 29 | 10 | — | 410 00 | 306 | 244 | 5 | 31 | 281 | 1 | 13 | 84 |
| Mattapoisett, | 1,361 | 602,126 13 | 6 | — | 225 70 | 250 | 153 | 1 | 18 | 247 | 2 | 9 | 44 |
| Middleborough, | 4,687 | 2,382,045 41 | 23 | — | 1,518 00 | 821 | 561 | 10 | 40 | 917 | 3 | 29 | 184-15 |
| N. Bridgewater, | 8,007 | 3,516,509 83 | 34 | — | — | 1,879 | 1,445 | 16 | 121 | 1,820 | 4 | 40 | 307 |
| Pembroke, | 1,447 | 621,066 78 | 9 | 1,513 48 | 580 72 | 270 | 204 | 11 | 45 | 245 | 2 | 11 | 69-15 |
| Plymouth, | 6,239 | 3,828,322 31 | 28 | — | 1,602 00 | 1,003 | 829 | 10 | 50 | 1,143 | 3 | 30 | 290 |
| Plympton, | 803 | 310,922 34 | 6 | — | — | 169 | 121 | 2 | 24 | 147 | 1 | 10 | 36 |
| Rochester, | 1,024 | 508,534 97 | 10 | — | 48 39 | 174 | 156 | 6 | 26 | 182 | — | 12 | 56-5 |
| Scituate, | 2,350 | 1,093,852 80 | 13 | 2,500 00 | 205 07 | 477 | 462 | 12 | 10 | 497 | — | 13 | 117 |
| South Scituate, | 1,661 | 1,004,412 33 | 7 | — | 142 85 | 298 | 255 | 1 | 21 | 308 | — | 13 | 64-5 |



ERRATA.

The total valuation of Boston for 1872, on page xlv (45) of the Appendix, should be \$689,691,108.70, instead of \$859,877,273.86. And the total valuation of Suffolk County for 1872, should be, \$703,645,985.26, instead of \$873,832,150.42, on page lvi (56).

| | | | | | | | | | | | | | |
|-------------------|--------|-----------------|-----|------------|------------|--------|-------|-----|-----|--------|----|-----|-------|
| Wareham, . . . | 3,098 | \$1,163,969 63 | 14 | - | \$800 00 | 589 | 416 | 15 | 40 | 591 | 5 | 15 | 102-5 |
| W. Bridgewater, . | 1,803 | 850,497 97 | 9 | - | 334 52 | 374 | 266 | 15 | 40 | 341 | 1 | 13 | 69-10 |
| Total, . . . | 65,365 | \$34,185,885 88 | 323 | \$5,287 48 | \$9,371 45 | 12,903 | 9,994 | 244 | 910 | 12,891 | 68 | 385 | 8-9 |

SUFFOLK COUNTY.

| | | | | | | | | | | | | | |
|-----------------|---------|------------------|-----|--------------|-------------|--------|--------|----|-------|--------|-----|-------|--------|
| Boston,* . . . | 292,499 | \$859,877,273 86 | 484 | \$270,666 26 | \$80,990 97 | 54,129 | 40,830 | 18 | 3,527 | 57,830 | 132 | 1,001 | 4,902 |
| Chelsea, . . . | 18,547 | 12,405,134 86 | 63 | - | 4,000 00 | 3,309 | 2,265 | - | 251 | 3,077 | 6 | 75 | 614-10 |
| Revere, . . . | 1,197 | 1,016,113 29 | 6 | - | 369 72 | 302 | 181 | 6 | 20 | 273 | - | 11 | 60 |
| Winthrop, . . . | 532 | 533,628 41 | 4 | - | 43 45 | 104 | 86 | 3 | 19 | 86 | - | 5 | 33-15 |
| Total, . . . | 312,775 | \$873,832,150 42 | 557 | \$270,666 26 | \$85,404 14 | 57,844 | 43,362 | 27 | 3,817 | 61,266 | 138 | 1,092 | 10-1 |

* The returns of Brighton, Charlestown and West Roxbury, are included in Boston.

PLYMOUTH COUNTY—CONTINUED.

| TOWNS. | Average Length as returned by Committee. | Average Wages of Teachers per mth, including the value of Board. | | Raised by Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1873-74. | Amount of board, fuel, etc., voluntarily contributed for Public Schools. | Expenses of Superintendence by School Committee, including the Salary of Superintendent. | Expenses of Printing Reports, etc. | Salary of Superintendent of Public Sch'ls. | Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools. | Income from Local School Funds. | Income of Funds, appropriated to Public Schools at the option of the Town, including Tax on dogs. |
|---------------------------|--|--|----------|---|--|--|------------------------------------|--|---|---------------------------------|---|
| | | Males. | Females. | | | | | | | | |
| Abington, | 8-16 | \$90 00 | \$34 50 | \$18,000 00 | — | \$785 00 | \$75 00 | — | — | — | \$749 35 |
| Bridgewater, | 9 | 73 00 | 39 00 | 8,300 00 | — | 250 00 | 25 00 | — | \$9,300 00 | \$523 00 | 196 00 |
| Carver, | 7-5 | 42 35 | 31 02 | 1,600 00 | — | 131 00 | 20 00 | — | — | — | 107 56 |
| Duxbury, | 8-10 | 56 60 | 31 00 | 3,000 00 | — | 327 00 | 32 00 | — | 23,400 00 | 1,729 00 | 212 48 |
| E. Bridgewater, | 8-6 | 87 85 | 31 31 | 6,700 00 | — | 214 00 | 225 00 | — | — | — | — |
| Halifax, | 7-18 | — | 26 40 | 1,000 00 | — | 40 00 | — | \$40 00 | — | — | — |
| Hanover, | 9 | 57 67 | 32 00 | 3,000 00 | — | 108 00 | 15 00 | — | 2,000 00 | 120 00 | 147 00 |
| Hanson, | 8-10 | 40 00 | 26 00 | 1,500 00 | — | 157 50 | 30 00 | — | — | — | 93 58 |
| Hingham, | 10 | 103 38 | 43 18 | 15,000 00 | \$100 00 | 500 00 | — | 500 00 | 31,000 00 | 2,600 00 | — |
| Hull, | 9 | — | 40 00 | 500 00 | — | 15 00 | 7 00 | — | — | — | — |
| Kingston, | 9 | 70 00 | 35 00 | 3,250 00 | 37 10 | 250 00 | — | 250 00 | — | — | 114 38 |
| Lakeville, | 6 | 30 00 | 26 00 | 1,800 00 | — | 40 00 | 10 00 | — | — | — | — |
| Marion, | 6 | 38 50 | 26 50 | 1,168 80 | — | 60 00 | 20 00 | 60 00 | — | — | — |
| Marshfield, | 8-8 | 40 00 | 33 90 | 2,800 00 | — | 85 00 | 20 00 | — | — | — | — |
| Mattapoisett, | 7-7 | 108 33 | 27 16 | 1,800 00 | — | 64 00 | — | — | 9,656 42 | 875 42 | 33 94 |
| Middleborough, | 8 | 40 33 | 31 50 | 6,000 00 | — | 300 00 | 50 00 | — | 30,000 00 | 2,100 00 | — |
| N. Bridgewater, | 9 | 80 67 | 44 13 | 17,500 00 | — | 1,200 00 | 76 81 | — | 300 00 | 18 00 | 589 00 |
| Pembroke, | 7-15 | 60 00 | 29 15 | 2,000 00 | — | 139 00 | 15 00 | — | — | — | 200 00 |
| Plymouth, | 10 | 103 33 | 31 34 | 15,500 00 | — | 500 00 | 175 00 | 500 00 | — | — | 329 22 |
| Plympton, | 6 | 45 00 | 29 88 | 1,000 00 | — | 56 83 | 19 50 | — | — | — | 125 00 |
| Rochester, | 6-5 | — | 27 00 | 1,500 00 | 24 00 | 75 00 | — | 75 00 | — | — | 81 97 |
| Scituate, | 9 | 83 33 | 26 50 | 3,850 00 | — | 150 00 | 40 00 | 150 00 | — | — | — |
| South Scituate, | 9-14 | — | 39 14 | 4,000 00 | — | 96 10 | 40 00 | — | — | 140 00 | — |

| | | | | | | | | | | |
|-----------------|------|---------|---------|--------------|----------|------------|----------|-------------|--------------|------------|
| Wareham, . . . | 7-6 | \$69 00 | \$35 00 | \$5,000 00 | - | \$175 00 | \$25 00 | - | - | \$550 00 |
| W. Bridgewater, | 7-14 | 62 50 | 38 34 | 3,000 00 | \$20 00 | 118 00 | 25 00 | \$80,000 00 | - | 396 99 |
| Total, . . . | - | \$65 79 | \$32 59 | \$128,768 80 | \$181 10 | \$5,836 43 | \$945 31 | \$2,893 00 | \$185,656 42 | \$3,926 47 |

SUFFOLK COUNTY—CONTINUED.

| | | | | | | | | | | | |
|-----------------|------|----------|---------|----------------|----------|-------------|----------|------------|-------------|------------|------------|
| Boston, . . . | 10 | \$262 75 | \$79 69 | \$1,339,100-00 | - | \$9,300 00 | - | \$7,500 00 | \$96,515 79 | \$6,722 69 | \$9,306 78 |
| Chelsea, . . . | 9-15 | 241 25 | 65 12 | 59,550 14 | - | 1,750 00 | \$394 36 | - | - | - | - |
| Revere, . . . | 10 | - | 46 95 | 3,500 00 | \$700 00 | 110 00 | 25 00 | - | - | - | - |
| Winthrop, . . . | 8-5 | - | 36 00 | 1,400 00 | - | 20 00 | 10 00 | - | - | - | - |
| Total, . . . | - | \$252 00 | \$56 94 | \$1,403,550 14 | \$700 00 | \$11,180 00 | \$429 36 | \$7,500 00 | \$96,515 79 | \$6,722 69 | \$9,306 78 |

| | | | | | | | | | | | |
|---------------------|----|-----------|----|-------------|---|-----|------------|----|------------|------------|----------|
| Wareham, . . . | 1 | Taxation, | 10 | \$1,200 00 | - | - | - | 20 | \$150 00 | \$209 56 | - |
| W. Bridgewater, . . | - | - | - | - | - | - | - | - | - | 164 83 | - |
| Total, . . . | 15 | - | - | \$17,825 00 | 4 | 161 | \$4,575 00 | 17 | \$2,450 00 | \$4,640 29 | \$317 84 |

SUFFOLK COUNTY—CONCLUDED.

| | | | | | | | | | | | | |
|-----------------|---|-----------|------|-------------|----|-------|-------------|----|-------|--------------|-------------|-------------|
| Boston, . . . | 8 | Taxation, | 10* | \$29,600 00 | 26 | 1,525 | \$91,544 38 | 79 | 3,011 | \$301,454 00 | \$8,597 14 | \$10,500 00 |
| Chelsea, . . . | 1 | Taxation, | 9-15 | 2,800 00 | - | - | - | 2 | 52 | 2,080 00 | 687 79 | - |
| Revere, . . . | - | - | - | - | - | - | - | - | - | - | 144 94 | .23 04 |
| Winthrop, . . . | - | - | - | - | - | - | - | - | - | - | 119 70 | - |
| Total, . . . | 9 | - | - | \$32,400 00 | 26 | 1,525 | \$91,544 38 | 81 | 3,063 | \$303,534 00 | \$10,837 54 | \$10,523 04 |

* Each.

WORCESTER COUNTY.

| TOWNS. | Population—U. S. Census, 1870. | Valuation—1872. | No. of Schools. | Amount expended in 1873 for Erecting School-Houses. | Amount paid for Renting, etc., in 1873. | No. of different Scholars in Public Schools during the School-year. | Avg. attendance in all the Pub. Schools during the School-year. | Persons under 5 years of age who attend the Public Schools. | Persons over 15 years of age who attend the Public Schools. | No. in the State between 5 and 15 years of age, May 1, 1873. | No. of different persons employed as Teachers in Pub. Schools. | | Aggregate Length of Public Schools for the year, in Months and Days. |
|----------------|--------------------------------|-----------------|-----------------|---|---|---|---|---|---|--|--|------|--|
| | | | | | | | | | | | Males. | Fem. | |
| Ashburnham, | 2,172 | \$970,764 72 | 14 | — | \$400 00 | 431 | 431 | 8 | 47 | 460 | 3 | 16 | 90 |
| Athol, . | 3,517 | 2,093,389 54 | 18 | \$4,815 01 | 2,961 74 | 523 | 523 | 5 | 63 | 605 | 5 | 30 | 133-5 |
| Auburn, . | 1,178 | 532,348 99 | 6 | — | 290 00 | 211 | 155 | 5 | 34 | 235 | — | 7 | 36 |
| Barre, . | 2,572 | 1,916,326 66 | 16 | — | 1,461 00 | 464 | 359 | 12 | 40 | 418 | 6 | 20 | 115-5 |
| Berlin, . | 1,016 | 436,751 70 | 5 | — | 61 65 | 191 | 172 | — | 30 | 187 | — | 6 | 33-15 |
| Blackstone, . | 5,421 | 2,301,719 56 | 19 | — | 275 00 | 699 | 699 | 41 | 49 | 1,149 | 2 | 18 | 167-5 |
| Bolton, . | 1,014 | 578,263 34 | 7 | — | 66 31 | 200 | 149 | 7 | 29 | 177 | 1 | 9 | 57 |
| Boylston, . | 800 | 556,767 68 | 7 | — | 25 00 | 231 | 154 | 15 | 42 | 152 | 2 | 8 | 42-15 |
| Brookfield, . | 2,527 | 1,210,255 71 | 14 | — | 151 28 | 426 | 387 | 3 | 28 | 486 | 2 | 20 | 106-1 |
| Charlton, . | 1,878 | 1,022,738 26 | 13 | — | 806 25 | 444 | 296 | 21 | 65 | 360 | 7 | 16 | 81-5 |
| Clinton, . | 5,429 | 3,021,080 13 | 20 | 31,624 73 | 3,882 22 | 1,244 | 950 | — | 53 | 1,115 | 1 | 24 | 176-5 |
| Dana, . | 758 | 273,117 33 | 5 | — | 250 00 | 160 | 103 | 4 | 34 | 126 | — | 6 | 32 |
| Douglas, . | 2,182 | 972,710 86 | 11 | — | — | 310 | 241 | 11 | 36 | 424 | 1 | 13 | 87-10 |
| Dudley, . | 2,388 | 996,905 48 | 12 | — | 800 00 | 496 | 360 | 6 | 17 | 602 | 3 | 15 | 99 |
| Fitchburg, . | 11,260 | 11,283,337 05 | 46 | — | 5,134 91 | 2,261 | 1,686 | 9 | 200 | 2,186 | 12 | 65 | 460 |
| Gardner, . | 3,333 | 1,753,531 67 | 14 | 3,000 00 | 725 00 | 714 | 493 | 7 | 70 | 684 | 2 | 17 | 106 |
| Grafton, . | 4,594 | 1,901,027 53 | 19 | 2,000 00 | 1,026 12 | 757 | 661 | 18 | 57 | 895 | 3 | 27 | 150-15 |
| Hardwick, . | 2,219 | 1,168,036 78 | 12 | — | 132 55 | 490 | 306 | 29 | 78 | 409 | 3 | 18 | 76-5 |
| Harvard, . | 1,841 | 1,036,539 10 | 10 | 2,474 00 | 193 00 | 281 | 238 | 4 | 57 | 236 | 4 | 11 | 61-5 |
| Holden, . | 2,062 | 934,992 56 | 14 | 2,375 39 | 93 07 | 492 | 326 | — | 94 | 428 | 1 | 20 | 93 |
| Hubbardston, . | 1,654 | 881,670 88 | 11 | — | 600 00 | 364 | 247 | 4 | 74 | 286 | 6 | 12 | 66 |
| Lancaster, . | 1,845 | 2,328,167 05 | 12 | — | 46 63 | 375 | 240 | 16 | 42 | 279 | 3 | 18 | 89-15 |
| Leicester, . | 2,768 | 2,122,772 00 | 14 | — | 102 85 | 490 | 378 | 7 | 15 | 485 | 2 | 15 | 113-7 |
| Leominster, . | 3,894 | 2,961,363 92 | 17 | — | 800 00 | 767 | 623 | 8 | 108 | 700 | 4 | 21 | 137 |
| Lunenburg, . | 1,121 | 765,487 66 | 8 | — | 700 00 | 217 | 157 | 9 | 59 | 149 | 3 | 12 | 48 |

SCHOOL RETURNS.

li

| | | | | | | | | | | | | | | |
|-------------------------|---------|---------------|----|-----|-------------|-------------|--------|--------|-----|-------|--------|-----|-------|---------|
| Mendon, . . . | 1,175 | \$712,574 | 42 | 8 | - | \$81 68 | 281 | 207 | 9 | 36 | 239 | 2 | 10 | 51-4 |
| Milford, . . . | 9,890 | 4,932,915 | 45 | 29 | - | 711 81 | 2,300 | 1,852 | - | 30 | 2,473 | 2 | 55 | 262 |
| Millbury, . . . | 4,397 | 1,958,885 | 07 | 17 | - | 490 76 | 938 | 559 | 15 | 58 | 884 | 2 | 22 | 134-3 |
| New Braintree, . . . | 640 | 592,433 | 93 | 5 | - | 540 47 | 128 | 87 | 2 | 22 | 121 | - | 6 | 32-10 |
| Northborough, . . . | 1,504 | 1,327,854 | 03 | 7 | - | 25 00 | 255 | 223 | - | 27 | 243 | 1 | 11 | 54 |
| Northbridge, . . . | 3,774 | 1,936,368 | 26 | 14 | - | - | 831 | 511 | 7 | 44 | 752 | 2 | 24 | 127 |
| North Brookfield, . . . | 3,343 | 1,620,848 | 18 | 14 | - | 302 14 | 695 | 518 | 8 | 93 | 756 | 3 | 22 | 107-10 |
| Oakham, . . . | 860 | 370,521 | 56 | 7 | - | - | 188 | 162 | 2 | 37 | 172 | 4 | 8 | 42 |
| Oxford, . . . | 2,669 | 1,310,451 | 73 | 12 | - | 351 92 | 504 | 369 | 13 | 59 | 537 | 3 | 19 | 100 |
| Paxton, . . . | 646 | 336,809 | 33 | 6 | - | 125 55 | 159 | 118 | 3 | 28 | 120 | - | 7 | 33 |
| Petersham, . . . | 1,335 | 770,893 | 62 | 11 | - | 159 56 | 233 | 160 | 5 | 30 | 196 | 5 | 13 | 66 |
| Phillipston, . . . | 693 | 298,445 | 00 | 6 | - | 115 00 | 151 | 105 | 2 | 21 | 128 | 1 | 7 | 33-10 |
| Princeton, . . . | 1,279 | 957,602 | 93 | 10 | - | 1,615 00 | 251 | 191 | 4 | 86 | 175 | 4 | 12 | 60 |
| Royalston, . . . | 1,354 | 859,138 | 08 | 9 | 800 00 | 400 00 | 264 | 195 | 2 | 48 | 221 | 4 | 17 | 57-15 |
| Rutland, . . . | 1,024 | 520,180 | 30 | 10 | - | 265 96 | 215 | 155 | 6 | 40 | 210 | 1 | 15 | 60 |
| Shrewsbury, . . . | 1,610 | 1,104,404 | 99 | 9 | - | 138 32 | 350 | 222 | 6 | 25 | 276 | 3 | 14 | 63-15 |
| Southborough, . . . | 2,135 | 1,391,240 | 48 | 10 | - | 381 84 | 403 | 300 | 1 | 46 | 381 | 1 | 11 | 82-2 |
| Southbridge, . . . | 5,208 | 2,312,315 | 49 | 19 | - | 464 73 | 984 | 648 | 29 | 85 | 1,063 | 1 | 31 | 158-13 |
| Spencer, . . . | 3,952 | 2,060,940 | 58 | 19 | - | - | 839 | 680 | 10 | 80 | 885 | 3 | 24 | 139-5 |
| Sterling, . . . | 1,670 | 1,237,743 | 84 | 12 | - | 835 50 | 379 | 242 | 4 | 79 | 290 | 3 | 18 | 90 |
| Starbridge, . . . | 2,101 | 964,681 | 65 | 15 | - | 366 96 | 430 | 261 | 9 | 38 | 390 | - | 19 | 111 |
| Sutton, . . . | 2,699 | 1,195,893 | 65 | 15 | - | 3,551 29 | 602 | 331 | 16 | 58 | 594 | 3 | 22 | 108 |
| Templeton, . . . | 2,802 | 1,161,246 | 67 | 14 | 3,486 00 | 397 55 | 482 | 414 | 10 | 44 | 501 | 2 | 20 | 105-15 |
| Upton, . . . | 1,989 | 841,077 | 61 | 12 | - | 199 50 | 379 | 292 | 5 | 38 | 335 | 2 | 19 | 85 |
| Uxbridge, . . . | 3,058 | 1,862,082 | 21 | 17 | - | - | 797 | 463 | 13 | 83 | 583 | 6 | 20 | 133-17 |
| Warren, . . . | 2,625 | 1,479,329 | 54 | 16 | 7,000 00 | 1,140 00 | 479 | 394 | 5 | 48 | 464 | 3 | 22 | 105-10 |
| Webster, . . . | 4,763 | 2,216,306 | 08 | 12 | - | 200 00 | 764 | 514 | 3 | 7 | 959 | 1 | 15 | 108 |
| Westborough, . . . | 3,601 | 1,981,057 | 26 | 16 | - | 377 34 | 839 | 557 | 14 | 76 | 671 | 2 | 20 | 124-10 |
| West Boylston, . . . | 2,862 | 1,021,478 | 74 | 13 | - | 534 70 | 539 | 414 | 13 | 71 | 618 | - | 20 | 94-15 |
| West Brookfield, . . . | 1,842 | 831,177 | 83 | 10 | - | - | 432 | 301 | 9 | 30 | 384 | - | 12 | 70-15 |
| Westminster, . . . | 1,770 | 876,810 | 69 | 12 | - | 202 49 | 339 | 232 | 8 | 72 | 312 | 4 | 17 | 85 |
| Winchendon, . . . | 3,398 | 1,892,527 | 00 | 17 | - | 594 28 | 756 | 494 | 9 | 59 | 649 | 1 | 19 | 108 |
| Worcester, . . . | 41,107 | 37,263,867 | 13 | 137 | 23,873 87 | 12,702 01 | 9,990 | 6,134 | - | 670 | 7,681 | 13 | 177 | 1,404-5 |
| Total, . . . | 192,718 | \$124,212,169 | 49 | 884 | \$82,449 00 | \$48,255 94 | 41,330 | 28,639 | 491 | 3,689 | 37,496 | 158 | 1,192 | 7-19 |

BOARD OF EDUCATION.

WORCESTER COUNTY—CONTINUED.

| T O W N S. | Average Length as returned by Committee. | Average Wages of Teachers per mth, including the value of Board. | | Raised by Taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the schi- year 1873-74. | Amount of board, fuel, etc., voluntarily con- tributed for Public Schools. | Expenses of Superin- tendence by School Committee, including the Salary of Super- intendent. | Expenses of Printing Reports, etc. | Salary of Superintendent of Public Sch's. | Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools. | Income from Local School Funds. | Income of Funds, ap- propriated to Public Schools at the option of the Town, includ- ing Tax on dogs. |
|---------------|--|--|----------|--|--|--|------------------------------------|---|---|---------------------------------|---|
| | | Males. | Females. | | | | | | | | |
| Ashburnham, | 6-9 | \$58 67 | \$33 27 | \$3,500 00 | - | \$150 00 | \$40 00 | - | - | - | \$134 00 |
| Athol, . | 7-15 | 68 50 | 33 70 | 6,000 00 | - | 741 25 | 52 00 | - | - | - | 303 27 |
| Auburn, | 6 | - | 36 00 | 1,500 00 | - | 70 00 | 25 00 | - | - | - | - |
| Barre, . | 7-4 | 49 62 | 32 63 | 4,800 00 | - | 213 50 | 35 00 | - | - | - | 284 00 |
| Berlin, | 6-15 | - | 35 60 | 1,000 00 | - | 83 00 | 21 00 | - | \$2,020 00 | \$141 40 | - |
| Blackstone, . | 8-8 | 88 88 | 34 26 | 7,288 00 | - | 375 75 | 31 00 | - | - | - | - |
| Blackton, | 8-3 | 80 00 | 30 60 | 1,600 00 | - | 97 75 | 25 00 | - | 12,000 00 | 900 00 | 299 27 |
| Boylston, | 6-15 | 58 50 | 29 50 | 1,425 00 | - | 50 00 | 20 00 | - | - | - | - |
| Brookfield, | 7-11 | 83 90 | 42 03 | 4,700 00 | \$132 75 | 72 50 | - | - | - | - | 169 12 |
| Charlton, | 6-5 | 45 81 | 34 44 | 3,300 00 | - | 173 25 | - | - | 2,000 00 | 120 00 | 763 44 |
| Clinton, | 9-6 | 160 42 | 41 63 | 11,482 01 | - | 350 00 | 51 75 | - | - | - | - |
| Dana, . | 6-8 | - | 29 93 | 1,000 00 | - | 65 00 | 25 00 | - | - | - | 50 25 |
| Douglas, | 8-8 | 32 00 | 33 09 | 3,000 00 | - | 100 00 | 21 50 | - | - | 56 48 | 165 53 |
| Dudley, | 8-5 | 40 00 | 35 00 | 5,000 00 | - | 200 00 | 25 00 | - | 6,000 00 | 420 00 | 166 90 |
| Fitchburg, | 10 | 120 55 | 38 43 | 28,132 57 | - | 1,666 66 | 100 00 | \$2,500 00 | - | - | - |
| Gardner, | 7-11 | 120 00 | 39 00 | 5,000 00 | - | 180 00 | 70 00 | - | 1,000 00 | 60 00 | 311 00 |
| Grafton, | 8 | 137 48 | 35 90 | 7,000 00 | - | 585 50 | 5 00 | - | 1,000 00 | 67 56 | - |
| Hardwick, | 6-6 | 46 67 | 31 98 | 2,500 00 | - | 150 00 | 30 00 | 150 00 | - | - | - |
| Haverd, | 5-1 | 52 00 | 33 60 | 2,400 00 | - | 150 00 | 30 00 | - | - | - | - |
| Holden, | 6-11 | 56 00 | 30 58 | 2,950 00 | - | 225 00 | 25 00 | 225 00 | 3,366 67 | 202 00 | 225 50 |
| Hubbardston, | 6 | 46 16 | 32 85 | 2,500 00 | 40 00 | 156 00 | 42 00 | - | 1,200 00 | 72 00 | - |
| Lancaster, | 8-10 | 100 00 | 35 00 | 4,500 00 | - | 119 68 | 8 00 | - | - | - | - |
| Leicester, . | 8-2 | 78 80 | 38 50 | 5,500 00 | - | 195 05 | 35 00 | - | 25,930 00 | 1,896 80 | - |
| Leominster, . | 7-12 | 80 00 | 39 90 | 7,800 00 | - | 348 10 | 39 30 | - | 11,433 33 | 710 00 | - |
| Lunenburg, . | 6 | 55 00 | 39 00 | 2,000 00 | 216 00 | 195 00 | 50 00 | - | - | - | - |

SCHOOL RETURNS.

iii

| | | | | | | | | | | | | |
|-----------------------------|------|---------|---------|--------------|----------|-------------|----------|------------|-------------|------------|------------|------------|
| Mendon, | 6-8 | \$62 50 | \$31 06 | \$1,700 00 | - | \$50 00 | \$35 00 | \$50 00 | - | - | \$5,276 35 | \$5,854 69 |
| Milford, | 9 | 134 44 | 40 06 | 18,000 00 | - | 540 00 | 60 00 | 540 00 | - | - | - | - |
| Millbury, | 8-9 | 120 00 | 35 78 | 7,700 00 | - | 245 00 | 30 00 | 245 00 | - | - | - | - |
| New Braintree, | 6-10 | - | 38 18 | 1,642 40 | - | 122 50 | 18 25 | 122 50 | - | - | - | - |
| Northborough, | 7-15 | 100 00 | 34 67 | 3,000 00 | - | - | 26 50 | - | - | - | - | 274 94 |
| Northbridge, | 9-1 | 120 00 | 40 77 | 6,250 00 | - | 175 00 | 40 00 | 175 00 | - | - | - | 361 56 |
| North Brookfield, | 7-13 | 68 66 | 39 85 | 6,000 00 | - | 294 50 | 60 00 | 294 50 | - | - | - | 127 66 |
| Oakham, | 6 | 39 00 | 32 54 | 1,200 00 | \$20 00 | 94 75 | 16 56 | 94 75 | - | - | - | - |
| Oxford, | 8-7 | 76 00 | 25 88 | 5,000 00 | - | 267 00 | 35 04 | 267 00 | - | - | - | - |
| Paxton, | 5-10 | - | 30 00 | 1,200 00 | - | 50 00 | 13 00 | 50 00 | - | \$750 00 | \$45 00 | 97 84 |
| Petersham, | 6 | 28 80 | 27 41 | 2,000 00 | - | 200 75 | 34 00 | 200 75 | - | - | - | - |
| Phillipston, | 6 | 50 00 | 30 10 | 1,000 00 | - | 35 00 | 20 00 | 35 00 | - | - | - | 97 32 |
| Princeton, | 6 | 47 50 | 30 25 | 2,300 00 | - | 133 00 | 13 00 | 133 00 | - | 6,500 00 | 475 11 | 253 75 |
| Raynston, | 6-7 | 47 00 | 27 76 | 1,000 00 | - | 151 00 | 21 00 | 151 00 | - | - | - | - |
| Rutland, | 6 | 44 00 | 32 35 | 2,223 00 | - | 87 50 | 30 00 | 87 50 | - | - | - | - |
| Shrewsbury, | 7-1 | 71 33 | 33 04 | 2,800 00 | - | 167 36 | 13 00 | 167 36 | - | - | - | 98 36 |
| Southborough, | 8-2 | 140 66 | 39 10 | 4,500 00 | - | 166 00 | - | 166 00 | - | - | - | - |
| Southbridge, | 8-1 | 175 63 | 31 50 | 8,450 00 | - | 400 00 | 31 00 | 400 00 | - | - | - | - |
| Spencer, | 7-3 | 166 00 | 36 25 | 9,221 00 | 300 00 | 264 67 | 46 01 | 264 67 | - | - | - | 103 59 |
| Sterling, | 7-10 | 48 34 | 33 34 | 3,000 00 | - | 135 25 | 43 28 | 135 25 | - | - | - | - |
| Sturbridge, | 7-15 | - | 32 60 | 3,500 00 | - | 140 00 | 29 00 | 140 00 | - | - | - | - |
| Sutton, | 7-4 | 48 33 | 34 98 | 4,000 00 | 16 00 | 140 00 | 25 00 | 140 00 | 2,040 40 | 110 00 | - | 176 42 |
| Templeton, | 7-11 | 80 22 | 33 34 | 5,000 00 | - | 241 17 | 42 45 | 241 17 | - | - | - | 160 08 |
| Upton, | 7-2 | 80 00 | 34 73 | 4,000 00 | - | 95 00 | 23 00 | 95 00 | - | - | - | 513 49 |
| Uxbridge, | 7-12 | 65 00 | 35 00 | 5,500 00 | 35 00 | 125 00 | 65 00 | 125 00 | - | - | - | - |
| Warren, | 7-11 | 63 33 | 32 45 | 4,500 00 | - | 198 00 | 65 00 | 198 00 | - | - | - | 122 43 |
| Webster, | 9 | 150 00 | 48 33 | 7,100 00 | - | 400 00 | 46 00 | 400 00 | - | - | - | - |
| Westborough, | 7-18 | 97 62 | 39 04 | 7,275 00 | - | 1,000 00 | 60 00 | 1,000 00 | - | - | - | 262 65 |
| West Boylston, | 7-6 | - | 34 00 | 3,300 00 | - | 225 00 | 25 00 | 225 00 | - | - | - | - |
| West Brookfield, | 7-13 | - | 38 86 | 3,000 00 | - | 112 00 | 54 00 | 112 00 | - | - | - | 100 00 |
| Westminster, | 7-1 | 53 25 | 36 25 | 3,000 00 | 116 00 | 191 25 | 50 00 | 191 25 | - | - | - | - |
| Winchendon, | 6-7 | 144 44 | 34 75 | 5,614 45 | - | 271 07 | 50 40 | 271 07 | - | - | - | - |
| Worcester, | 10-5 | 204 88 | 55 22 | 135,026 72 | - | 4,900 00 | 415 04 | 4,900 00 | - | - | - | - |
| Total, | - | \$83 71 | \$35 10 | \$404,880 15 | \$941 75 | \$18,330 76 | 2,343 08 | \$6,925 00 | \$75,240 40 | \$5,276 35 | - | \$5,854 69 |

WORCESTER COUNTY—CONCLUDED.

| TOWNS. | HIGH SCHOOLS. | | | | INCORP. ACADEMIES. | | | UNINCORP. ACADEMIES AND PRIVATE SCHOOLS. | | | Town's share of School Fund, payable January 25, 1874. | How much of said Fund was used for apparatus and books of reference. | |
|---------------|---------------|----------------|---------|-------|----------------------|---------|--------------------------|--|---------|--------------------------|--|--|-----------------------------|
| | Number. | How supported. | LENGTH. | | Salary of Principal. | Number. | Average No. of Scholars. | Aggregate paid for Tuition. | Number. | Average No. of Scholars. | | | Aggregate paid for Tuition. |
| | | | Months. | Days. | | | | | | | | | |
| Ashburnham, | 1 | Taxation, | 9 | | \$810 00 | 1 | 1 | — | 1 | 6 | \$60 00 | \$178 28 | — |
| Athol, . | 1 | Taxation, | 10 | | 1,100 00 | 1 | 1 | — | 2 | 30 | 450 00 | 204 59 | \$53 06 |
| Auburn, | 1 | — | — | | — | 1 | 1 | — | 1 | — | 100 00 | 141 25 | — |
| Barre, . | 1 | Taxation, | 9 | | 1,000 00 | 1 | 1 | — | 1 | — | — | 172 18 | — |
| Berlin, . | 1 | — | — | | — | 1 | 1 | — | 1 | — | — | 139 77 | — |
| Blackstone, . | 1 | Taxation, | 9-6 | | 1,000 00 | 1 | 1 | — | 1 | — | — | 308 26 | — |
| Bolton, | 1 | Not by Tax, | 10 | | 800 00 | 1 | 1 | — | 1 | — | — | 136 45 | 30 00 |
| Boylston, | 1 | — | — | | — | 1 | 1 | — | 1 | 15 | 37 50 | 126 52 | — |
| Brookfield, . | 1 | Taxation, | 9-8 | | 1,100 00 | 1 | 1 | — | 1 | — | — | 173 54 | — |
| Charlton, | 1 | — | — | | — | 1 | 1 | — | 1 | — | — | 165 74 | — |
| Clinton, | 1 | Taxation, | 9-7 | | 1,500 00 | 1 | 1 | — | 1 | 40 | 800 00 | 289 12 | — |
| Dana, . | — | — | — | | — | 1 | 1 | — | 2 | 62 | 830 00 | 120 44 | 15 00 |
| Douglas, | 1 | — | — | | — | 1 | 1 | — | 2 | 62 | 830 00 | 167 76 | 39 25 |
| Dudley, | 1 | Taxation, | 9-15 | | 1,000 00 | 1 | 50 | \$600 00 | 1 | — | — | 209 74 | — |
| Fitchburg, | 1 | Taxation, | 10 | | 2,250 00 | 1 | — | — | 1 | 23 | 920 00 | 504 37 | 454 89 |
| Gardner, | 1 | Taxation, | 9-10 | | 1,200 00 | 1 | — | — | 1 | — | — | 223 93 | — |
| Grafton, | 1 | Taxation, | 10 | | 1,387 50 | 1 | — | — | 2 | 30 | 97 50 | 264 28 | 71 28 |
| Hardwick, | 1 | — | — | | — | 1 | — | — | 1 | — | — | 178 28 | 60 00 |
| Harvard, | 1 | Taxation, | 2-10 | | 200 00 | 1 | — | — | 1 | — | — | 145 36 | 8 53 |
| Holden, | 1 | — | — | | — | 1 | — | — | 1 | — | — | 180 28 | — |
| Hubbardston, | 1 | — | — | | — | 1 | — | — | 1 | — | — | 152 86 | — |
| Lancaster, | 1 | Taxation, | 9 | | 900 00 | 1 | — | — | 1 | — | — | 151 38 | 170 49 |
| Leicester, . | 1 | In part Tax, | 10-5 | | 1,000 00 | 1 | 68 | 1,582 25 | 1 | — | — | 188 94 | — |
| Leominster, . | 1 | In part Tax, | 10 | | 1,700 00 | 1 | — | — | 1 | — | — | 227 24 | 56 81 |
| Lunenburg, . | 1 | — | — | | — | 1 | — | — | 2 | 26 | 103 00 | 129 84 | — |

SCHOOL RETURNS.

17

| | | | | | | | | | | | | | | | | | | |
|-----------------------------|----|-----------------|-------------|---|-----|-------------|----|-------|-------------|-------------|------------|---|---|---|---|---|----------|--------|
| Mendon, | 1 | Taxation, 5-19 | \$462 50 | - | - | - | - | - | - | - | - | - | - | - | - | - | \$143 27 | \$7 00 |
| Millford, | 1 | Taxation, 10 | 1,800 00 | - | - | - | - | - | - | - | - | - | - | - | - | - | 546 18 | - |
| Millbury, | 1 | Taxation, 10 | 1,200 00 | - | - | - | - | - | - | - | - | - | - | - | - | - | 272 54 | - |
| New Braintree, | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 124 12 | 15 00 |
| Northborough, | 1 | Taxation, 10 | 1,000 00 | - | - | - | - | - | - | - | - | - | - | - | - | - | 153 40 | - |
| Northbridge, | 1 | Taxation, 9-15 | 1,200 00 | - | - | - | - | - | - | - | - | - | - | - | - | - | 238 48 | 54 96 |
| North Brookfield, | 1 | Taxation, 9-5 | 1,100 00 | - | - | - | - | - | - | - | - | - | - | - | - | - | 248 62 | - |
| Oakham, | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 130 93 | 21 00 |
| Oxford, | 1 | Taxation, 9-15 | 1,200 00 | - | - | - | - | - | - | - | - | - | - | - | - | - | 192 82 | 46 20 |
| Paxton, | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 122 09 | 20 00 |
| Petersham, | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 135 16 | 52 00 |
| Phillipston, | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 127 63 | 27 00 |
| Princeton, | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 142 54 | - |
| Royalston, | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 141 26 | 3 50 |
| Rutland, | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 141 86 | - |
| Shrewsbury, | 1 | Taxation, 7-15 | 697 00 | - | - | - | - | - | - | - | - | - | - | - | - | - | 148 63 | - |
| Southborough, | 1 | Taxation, 9-3 | 1,300 00 | 1 | 40 | \$8,250 00 | - | - | - | - | - | - | - | - | - | - | 171 82 | - |
| Southbridge, | 1 | Taxation, 9-13 | 1,300 00 | - | - | - | - | - | - | - | - | - | - | - | - | - | 302 19 | 322 76 |
| Spencer, | 1 | Taxation, 9 | 1,400 00 | - | - | - | - | - | - | - | - | - | - | - | - | - | 261 14 | - |
| Sterling, | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 153 41 | - |
| Sturbridge, | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 172 19 | 42 00 |
| Sutton, | 1 | Taxation, 9 | 570 00 | - | - | - | - | - | - | - | - | - | - | - | - | - | 244 92 | 33 13 |
| Templeton, | 1 | Taxation, 11 | 1,400 00 | - | - | - | - | - | - | - | - | - | - | - | - | - | 190 24 | 48 89 |
| Upton, | 1 | Taxation, 5-10 | 550 00 | - | - | - | - | - | - | - | - | - | - | - | - | - | 167 50 | - |
| Uxbridge, | 1 | Taxation, 10 | 1,120 00 | - | - | - | - | - | - | - | - | - | - | - | - | - | 215 66 | 54 89 |
| Warren, | 1 | Taxation, 10 | 1,100 00 | - | - | - | - | - | - | - | - | - | - | - | - | - | 170 16 | - |
| Webster, | 1 | Taxation, 9-15 | 1,500 00 | - | - | - | - | - | - | - | - | - | - | - | - | - | 249 16 | - |
| Westborough, | 1 | Taxation, 9-15 | 1,500 00 | - | - | - | - | - | - | - | - | - | - | - | - | - | 235 53 | - |
| West Boylston, | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 211 78 | - |
| West Brookfield, | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 168 31 | - |
| Westminster, | 1 | In part Tax, .5 | 404 50 | - | - | - | - | - | - | - | - | - | - | - | - | - | 158 37 | - |
| Winchendon, | 1 | Taxation, 9 | 1,300 00 | - | - | - | - | - | - | - | - | - | - | - | - | - | 239 77 | 50 00 |
| Worcester, | 1 | Taxation, 10-5 | 3,000 00 | 3 | 170 | 10,500 00 | - | - | - | - | - | - | - | - | - | - | 1,652 70 | - |
| Total, | 36 | - | \$42,051 50 | 6 | 328 | \$20,932 25 | 40 | 1,439 | \$28,954 00 | \$12,854 78 | \$1,757 64 | | | | | | | |

* Five hundred in Catholic Schools.

RECAPITULATION.

| COUNTIES. | Population—U. S. Census, 1870. | Valuation—1872. | No. of Schools. | Amount expended in 1873 for Erecting School-Houses. | Amount paid for Repairing, etc., in 1873. | No. of different Scholars in Public Schools during the School-year. | Avg. attendance in all the Pub. Schools during the School-year. | Persons under 5 years of age who attend the Public Schools. | Persons over 15 years of age who attend the Public Schools. | No. in the State between 5 and 15 years of age, May 1, 1873. |
|--------------|--------------------------------|--------------------|-----------------|---|---|---|---|---|---|--|
| Barnstable, | 32,774 | \$15,815,348 58 | 171 | \$4,865 75 | \$4,386 62 | 6,930 | 5,029 | 57 | 1,250 | 6,521 |
| Berkshire, . | 64,826 | 40,610,072 48 | 332 | 46,423 03 | 8,693 72 | 13,705 | 8,969 | 328 | 1,168 | 13,921 |
| Bristol, . | 102,886 | 88,371,292 63 | 393 | 120,983 52 | 17,470 05 | 22,244 | 13,924 | 190 | 1,480 | 21,435 |
| Dukes, . | 3,787 | 2,413,436 17 | 22 | - | 550 00 | 718 | 586 | 41 | 79 | 794 |
| Essex, . | 200,843 | 144,327,699 78 | 626 | 199,367 61 | 50,662 58 | 37,857 | 27,608 | 154 | 2,753 | 41,655 |
| Franklin, . | 32,635 | 15,949,353 71 | 243 | 34,657 05 | 13,513 97 | 6,990 | 4,885 | 147 | 1,078 | 6,297 |
| Hampden, . | 78,409 | 58,039,727 97 | 347 | 72,392 85 | 23,994 83 | 15,362 | 9,705 | 241 | 1,149 | 15,352 |
| Hampshire, . | 44,388 | 28,725,415 06 | 280 | 9,754 18 | 10,722 44 | 9,844 | 6,776 | 149 | 1,192 | 8,848 |
| Middlesex, . | 241,063 | 205,638,263 59 | 869 | 296,205 62 | 108,661 74 | 53,391 | 37,880 | 339 | 4,908 | 48,542 |
| Nantucket, . | 4,123 | 2,357,831 09 | 12 | - | 100 00 | 516 | 463 | 3 | 33 | 654 |
| Norfolk, . | 80,760 | 73,842,537 84 | 366 | 84,278 47 | 37,552 05 | 17,391 | 12,428 | 141 | 1,181 | 16,809 |
| Plymouth, . | 65,365 | 34,185,885 88 | 323 | 5,287 48 | 9,371 45 | 12,903 | 9,994 | 244 | 910 | 12,891 |
| Suffolk, . | 312,775 | 873,832,150 42 | 557 | 270,666 26 | 85,404 14 | 57,844 | 43,362 | 27 | 3,817 | 61,266 |
| Worcester, . | 192,718 | 124,212,169 49 | 884 | 82,449 00 | 48,255 94 | 41,330 | 28,639 | 491 | 3,689 | 37,496 |
| Total, . | 1,457,352 | \$1,538,135,019 53 | 5,425 | \$1,227,330 82 | \$419,339 53 | 297,025 | 210,248 | 2,552 | 24,687 | 292,481 |

SCHOOL RETURNS.

lvii

RECAPITULATION—CONTINUED.

| COUNTIES. | No. of different persons employed as Teachers in Pub. Schools. | | Agg'te Length of Public Schools for the year, in Months and Days. | Average Wages of Teachers per mth, including the value of Board. | | Raised by Taxes for Schools, including wages of Teachers, board, fuel, care of rooms, for the sch'l-year 1873-74. | Amount of board, fuel, etc., voluntarily contributed for Public Schools. | Expenses of Superintendence by School Committee, including the Salary of Superintendent. | Expenses of Printing Reports, etc. | Aggregate Salaries of Superintendents of Public Schools. | Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools. |
|--------------|--|-------|---|--|----------|---|--|--|------------------------------------|--|---|
| | Males. | Fem. | | Males. | Females. | | | | | | |
| Barnstable, | 61 | 178 | 7-14 | \$71 25 | \$28 79 | \$60,150 00 | \$630 00 | \$2,457 13 | \$411 40 | \$875 00 | \$32,400 00 |
| Berkshire, . | 83 | 436 | 7-14 | 49 81 | 29 66 | 112,807 66 | 2,210 50 | 3,376 70 | 567 35 | 1,000 00 | 18,051 37 |
| Bristol, . | 75 | 506 | 8-17 | 66 84 | 35 51 | 234,593 90 | 15 00 | 10,001 25 | 954 73 | 4,352 92 | 80,600 00 |
| Dukes, . | 8 | 24 | 6-16 | 49 38 | 22 06 | 6,075 00 | - | 398 50 | 96 00 | - | - |
| Essex, . | 112 | 842 | 9-10 | 109 42 | 39 01 | 486,105 82 | 525 00 | 13,825 66 | 2,710 71 | 8,500 00 | 489,710 00 |
| Franklin, . | 40 | 367 | 6-14 | 46 72 | 29 74 | 57,973 26 | 2,339 50 | 2,761 89 | 411 70 | - | 36,634 00 |
| Hampden, . | 52 | 493 | 8-10 | 68 09 | 32 78 | 216,525 00 | 604 00 | 7,108 05 | 582 82 | 5,100 00 | 171,526 48 |
| Hampshire, | 43 | 369 | 7-7 | 60 14 | 31 15 | 91,307 00 | 2,227 25 | 5,848 19 | 762 25 | 2,236 24 | 230,363 87 |
| Middlesex, . | 164 | 1,312 | 8-18 | 119 13 | 41 09 | 790,524 44 | 718 00 | 26,784 75 | 3,702 20 | 15,185 00 | 158,474 80 |
| Nantucket, . | 1 | 14 | 9-13 | 171 43 | 27 38 | 6,300 00 | - | 100 00 | 30 00 | - | 38,100 00 |
| Norfolk, . | 75 | 427 | 9-6 | 106 98 | 39 05 | 253,650 00 | 70 00 | 10,566 04 | 1,308 80 | 3,755 00 | 98,306 98 |
| Plymouth, . | 68 | 385 | 8-9 | 65 79 | 32 59 | 128,768 80 | 181 10 | 5,836 43 | 945 31 | 2,893 00 | 185,656 42 |
| Suffolk, . | 138 | 1,092 | 10-1 | 252 00 | 56 94 | 1,403,550 14 | 700 00 | 11,180 00 | 429 36 | 7,500 00 | 96,515 79 |
| Worcester, . | 158 | 1,192 | 8 | 83 71 | 35 10 | 404,880 15 | 941 75 | 18,330 76 | 2,343 08 | 6,925 00 | 75,240 40 |
| Total, . | 1,078 | 7,637 | 8-8 | \$94 33 | \$34 34 | \$4,253,211 17 | \$11,162 10 | \$118,575 35 | \$15,255 71 | \$58,322 16 | \$1,711,480 00 |

RECAPITULATION—CONCLUDED.

| COUNTIES. | Income from Local School Funds. | Income of Funds, appropriated to Public Schools at the option of the Town, including Tax on dogs. | HIGH SCHOOLS. | | INCORP. ACADEMIES. | | | UNINCOR. ACADEMIES AND PRIVATE SCHOOLS. | | | Amount of the State School Fund received in 1874. | How much of said Fund was used for apparatus and books of reference. |
|---------------|---------------------------------|---|---------------|---|--------------------|--------------------------|-----------------------------|---|--------------------------|-----------------------------|---|--|
| | | | Number. | Aggregate paid for Salaries of Principal. | Number. | Average No. of Scholars. | Aggregate paid for Tuition. | Number. | Average No. of Scholars. | Aggregate paid for Tuition. | | |
| Barnstable, . | \$2,210 00 | \$671 00 | 11 | \$9,990 50 | 1 | 34 | \$600 00 | 3 | 41 | \$650 00 | \$2,629 53 | \$104 23 |
| Berkshire, . | 1,183 95 | 1,709 09 | 11 | 13,502 00 | 1 | 50 | 2,000 00 | 21 | 372 | 39,690 67 | 5,594 96 | 209 00 |
| Bristol, . | 5,326 00 | 2,351 63 | 10 | 11,925 00 | 3 | 224 | 15,246 00 | 38 | 707 | 10,065 70 | 5,746 54 | 174 23 |
| Dukes, . | — | — | 1 | 630 00 | 1 | 75 | 600 00 | 3 | 82 | 219 00 | 638 66 | 39 50 |
| Essex, . | 15,870 13 | 8,598 40 | 24 | 36,265 00 | 6 | 561 | 29,158 08 | 70 | 2,741 | 19,872 00 | 10,837 54 | 463 65 |
| Franklin, . | 2,962 79 | 817 52 | 9 | 7,725 00 | 5 | 93 | 1,916 00 | 13 | 340 | 2,758 00 | 3,759 93 | 682 94 |
| Hampden, . | 11,617 26 | 3,516 55 | 10 | 14,396 50 | 2 | 403 | 16,833 50 | 27 | 1,665 | 7,058 00 | 4,860 69 | 232 50 |
| Hampshire, . | 17,996 19 | 1,909 03 | 11 | 9,081 00 | 4 | 486 | 13,733 50 | 10 | 99 | 3,505 00 | 3,917 50 | 334 22 |
| Middlesex, . | 10,743 31 | 4,880 54 | 40 | 58,883 50 | 7 | 492 | 27,162 00 | 57 | 1,852 | 44,259 00 | 15,631 25 | 1,236 77 |
| Nantucket, . | 2,300 00 | — | 1 | 1,800 00 | 1 | 95 | 648 00 | — | — | — | 207 35 | — |
| Norfolk, . | 8,646 49 | 3,774 42 | 21 | 28,610 00 | 2 | 136 | 9,200 00 | 22 | 461 | 16,380 00 | 5,876 28 | 719 87 |
| Plymouth, . | 8,105 42 | 3,926 47 | 15 | 17,825 00 | 4 | 161 | 4,575 00 | 17 | 282 | 2,450 00 | 4,640 29 | 317 84 |
| Suffolk, . | 6,722 69 | 9,306 78 | 9 | 32,400 00 | 26 | 1,525 | 91,544 38 | 81 | 3,063 | 303,534 00 | 10,837 54 | 10,523 04 |
| Worcester, . | 5,276 35 | 5,854 69 | 36 | 42,051 50 | 6 | 328 | 20,932 25 | 40 | 1,439 | 28,954 00 | 12,854 78 | 1,757 64 |
| Total, . | \$98,960 58 | \$47,316 12 | 209 | \$285,085 00 | 69 | 4,663 | \$234,148 71 | 402 | 13,144 | \$479,395 37 | \$88,032 84 | \$16,795 43 |

EVENING SCHOOLS.

| CITIES AND TOWNS. | No. of Schools. | ATTENDANCE. | | | Time kept. | No. of Teachers. | Expense. |
|---------------------|-----------------|-------------|----------|----------|---------------|------------------|-------------|
| | | Males. | Females. | Average. | | | |
| Adams, . . . | 1 | 23 | 8 | 26 | 2 mos. 10 d., | 1 | \$50 00 |
| Arlington, . . . | 1 | 48 | 31 | 50 | 5 months, | 2 | 324 25 |
| Boston, . . . | 16 | 1,266 | 477 | 1,582 | 6 " " | 124 | 24,000 00 |
| Cambridge, . . . | 6 | 227 | 76 | 197 | 4 " " | 22 | 2,053 08 |
| Canton, . . . | 3 | 53 | 86 | 67 | 140 evenings, | 4 | 500 00 |
| Chelsea, . . . | 1 | 134 | 72 | 70 | 6 months, | 3 | 919 41 |
| Chicopee, . . . | 2 | 56 | - | 40 | All winter, | 2 | 330 00 |
| Fall River, . . . | 4 | 341 | 114 | 249 | 10 weeks, | 12 | 734 00 |
| Fitchburg, . . . | 1 | 100 | 45 | 93 | 13 evenings, | 10 | 300 00 |
| Gloucester, . . . | 1 | 77 | 3 | 36 | 48 " " | 2 | 240 00 |
| Greenfield, . . . | 1 | 55 | 18 | 33 | 60 " " | 2 | 300 00 |
| Haverhill, . . . | 1 | 170 | 32 | 98 | 43 " " | 12 | 850 00 |
| Lawrence, . . . | 3 | 304 | 250 | 300 | 5 months, | 23 | 1,433 72 |
| Lowell, . . . | 5 | 839 | 559 | 498 | 62 evenings, | 56 | 4,345 00 |
| Lynn, . . . | *8 | 577 | 309 | 481 | 41 " " | 52 | 2,942 75 |
| Marlborough, . . . | 5 | 235 | 117 | 254 | 4 mo. 2 w., | 10 | 1,158 50 |
| Medford, . . . | 1 | 27 | 8 | 14 | 4 months, | 2 | 340 00 |
| Montague, . . . | 1 | 45 | - | 45 | 10 weeks, | 2 | - |
| New Bedford, . . . | 1 | 206 | 79 | 112 | 5 months, | 11 | 1,200 00 |
| Newburyport, . . . | 2 | 65 | 42 | 92 | 30 evenings, | 12 | 218 67 |
| Newton, . . . | 1 | 71 | 39 | 48 | 48 " " | 7 | 749 33 |
| Northampton, . . . | 3 | 138 | 81 | 88 | 3 months, | 5 | 475 00 |
| Pittsfield, . . . | 2 | 209 | 96 | 186 | 20½ weeks, | 8 | 2,107 21 |
| Salem, . . . | 4 | 222 | 110 | 156 | 4½ months, | 11 | 1,966 74 |
| Springfield, . . . | 2 | 172 | 95 | 134 | 12 weeks, | 9 | 775 00 |
| Stoneham, . . . | 1 | 61 | 29 | 35 | 32 evenings, | 2 | 201 75 |
| Taunton, . . . | 2 | 169 | 54 | 106 | 3 months, | 9 | 455 50 |
| Ware, . . . | 2 | 98 | 82 | 63 | 57 evenings, | 2 | 275 12 |
| Westfield, . . . | 1 | 40 | 43 | 55 | 12 weeks, | 7 | 200 00 |
| West Newbury, . . . | 1 | 28 | - | 26 | 3 months, | 1 | - |
| Woburn, . . . | 2 | 100 | 23 | 61 | 3 " " | 4 | 300 00 |
| Worcester, . . . | 4 | 570 | 490 | 239 | 6 " " | 15 | 2,493 30 |
| 32 cities & towns, | 89 | 6,726 | 3,468 | 5,534 | - | 444 | \$52,238 33 |

* Includes Mechanical Drawing School, in session fifty evenings.

RETURNS OF SCHOOLS IN STATE INSTITUTIONS, FOR THE YEAR ENDING AUGUST 31, 1874.

| STATE INSTITUTIONS. | Number of Schools in the Institution. | Number of different Scholars of all ages during the year. | Average attendance during the year. | No. under 5 years of age attending School. | No. over 15 years of age attending School. | No. between 5 and 15 years of age remaining in the Institution, August 31, 1874. | No. of Teachers during the year. | | Wages of Teachers per Month. | | Length of each School in Months. |
|---|---------------------------------------|---|-------------------------------------|--|--|--|----------------------------------|----------|------------------------------|----------|----------------------------------|
| | | | | | | | Males. | Females. | Males. | Females. | |
| State Primary School at Monson, . | 7 | 665 | 379 | 11 | 15 | 381 | 1 | 7 | \$50 00 | \$20 84 | 12 |
| State Industrial School at Lancaster, . | 3 | 128 | 100 | - | 73 | 15 | - | 5 | - | 29 17 | 12 |
| State Reform School at Westborough, . | 8 | 426 | 323 | - | 222 | 72 | 3 | 5 | -* | 25 00 | 12 |

* First teacher, \$58.33; second teacher, \$50; third teacher, \$25.

GRADUATED TABLES—FIRST SERIES.

The following Table shows the sums appropriated by the several cities and towns in the State, for the education of each child between 5 and 15 years of age. The income of the Surplus Revenue and of other funds held in a similar way, when appropriated to schools, is added to the sum raised by taxes, and these sums constitute the amount reckoned as appropriations. The income of such School Funds as were given and are held on the express condition that their income shall be appropriated to schools, is not included. Such an appropriation of their income being necessary to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any Fund to its Public Schools, which may be so appropriated or not, at the option of the voters, or when the town has a legal right to use such income in defraying its ordinary expenses, then such an appropriation is as really a contribution to Common Schools as an equal sum raised by taxes. On this account the Surplus Revenue, and sometimes other funds, are to be distinguished from Local School Funds as generally held. The income of the one *may* be appropriated to schools or not, at the pleasure of the town; the income of the other *must* be appropriated to schools by the condition of the donation. Funds of the latter kind are usually donations made to furnish means of education in addition to those provided by a reasonable taxation. Committees are expected, in their annual returns, to make this distinction in relation to School Funds.

Voluntary contributions are not included in the amount which is divided, in order to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular districts or schools, or classes of scholars, and not to benefit equally all that attend the Public Schools. Besides, the value of board and fuel gratuitously furnished is determined by the mere estimate of individuals, and is therefore uncertain; while the amount raised by taxes, being in money, has a fixed and definite value, and is a matter of record. Still, the contributions voluntarily made are exhibited in a separate column of the table, as necessary to a complete statement of the provision made by the towns for the education of their children.

The Table exhibits the rank of each city or town in the State, in respect to its liberality in the appropriation of money to its schools, as compared with other cities and towns for the year 1873-74, also its rank in a similar scale for 1872-3. It presents the sum appropriated to each child between 5 and 15.

GRADUATED TABLES—FIRST SERIES.

[FOR THE STATE.]

*Table showing the comparative amount of Money appropriated by the different Towns in the State, for the education of each Child in the Town, between the ages of 5 and 15 years.**

| | | TOWNS. | Sum appropriated by towns for each child between 5 and 15 yrs. of age. | Amount raised by taxes for the support of Schools. | Income of Funds, with Dog Tax, appropriated to Schools. | TOTAL. | No. of Children between 5 and 15 years of age. | Amount contributed for board and fuel. |
|--------------|--------------|----------------|--|--|---|--------------|--|--|
| For 1872-73. | For 1873-74. | | | | | | | |
| 1 | 1 | BROOKLINE, . | \$36 58.3 | \$43,900 00 | — | — | 1,200 | — |
| 8 | 2 | Arlington, . | 29 84 | 16,680 72 | — | — | 559 | — |
| 3 | 3 | Nahant, . | 28 40.9 | 2,500 00 | — | — | 88 | — |
| 5 | 4 | Watertown, . | 26 25.3 | 22,000 00 | — | — | 838 | — |
| 6 | 5 | Milton, . | 25 00 | 12,000 00 | — | — | 480 | — |
| 10 | 6 | Lexington, . | 24 48.4 | 9,500 00 | — | — | 388 | — |
| 20 | 7 | Walpole, . | 23 65.7 | 7,000 00 | \$215 46 | \$7,215 46 | 305 | — |
| 12 | 8 | Springfield, . | 23 64.2 | 104,000 00 | — | — | 4,399 | — |
| 24 | 9 | Winchester, . | 23 62.2 | 12,000 00 | — | — | 508 | — |
| 4 | 10 | Newton, . | 23 52.5 | 64,927 73 | 472 77 | 65,400 50 | 2,780 | — |
| 7 | 11 | Boston, . | 23 31.7 | 1,339,100 00 | 9,306 78 | 1,348,406 78 | 57,830 | — |
| 19 | 12 | Hyde Park, . | 22 20 5 | 29,000 00 | — | — | 1,306 | — |
| 9 | 13 | Melrose, . | 22 00 3 | 14,500 00 | — | — | 659 | — |
| 14 | 14 | Medford, . | 21 38.3 | 24,932 79 | — | — | 1,166 | — |
| 29 | 15 | Lowell, . | 19 83.4 | 133,440 00 | — | — | 6,728 | — |
| 18 | 16 | Hingham, . | 19 48 | 15,000 00 | — | — | 770 | \$100 00 |
| 23 | 17 | Chelsea, . | 19 35.3 | 59,550 14 | — | — | 3,077 | — |
| 11 | 18 | Belmont, . | 19 04.7 | 6,800 00 | — | — | 357 | 100 00 |
| 15 | 19 | Weston, . | 18 73.5 | 3,466 00 | — | — | 185 | — |
| 31 | 20 | Peabody, . | 18 62.3 | 27,350 00 | 547 10 | 27,897 10 | 1,498 | — |
| 21 | 21 | Cambridge, . | 18 57 | 156,597 40 | — | — | 8,433 | — |
| 56 | 22 | Holbrook, . | 18 40.9 | 5,000 00 | 136 08 | 5,136 08 | 217 | — |
| 16 | 23 | Waltham, . | 18 13.3 | 27,599 13 | — | — | 1,522 | — |
| 43 | 24 | Worcester, . | 17 58 | 135,026 72 | — | — | 7,681 | — |
| 22 | 25 | Somerville, . | 17 44.4 | 58,472 00 | — | — | 3,352 | — |
| 30 | 26 | Malden, . | 17 32.4 | 29,000 00 | — | — | 1,674 | — |
| 33 | 27 | Everett, . | 17 02.1 | 10,000 00 | 246 84 | 10,246 84 | 602 | — |
| 39 | 28 | Medfield, . | 16 91.5 | 2,500 00 | 121 91 | 2,621 91 | 155 | 40 00 |
| 34 | 29 | Westfield, . | 16 66 7 | 21,000 00 | 900 00 | 21,900 00 | 1,314 | — |
| 28 | 30 | Dedham, . | 16 61.5 | 18,250 00 | — | — | 1,099 | — |

* Compare the rank of towns in this Table with their rank in the next or Second Series of Tables, showing the percentage of taxable property appropriated for Schools.

| For 1872-73. | For 1873-74. | TOWNS. | Sum appropriated by towns for each child between 5 and 15 yrs. of age. | Amount raised by taxes for the support of Schools. | Income of Funds, with Dog Tax, appropriated to Schools. | TOTAL. | No. of Children between 5 and 15 years of age. | Amount contributed for board and fuel. |
|--------------|--------------|-------------------|--|--|---|-----------|--|--|
| 40 | 31 | Norwood, . | \$16 58 2 | \$6,500 00 | - | - | 392 | - |
| 26 | 32 | Haverhill, . | 16 51 | 41,700 00 | 2,200 00 | 43,900 00 | 2,659 | - |
| 27 | 33 | Swampscott, . | 16 43 | 6,000 00 | 112 00 | 6,112 00 | 372 | - |
| 38 | 34 | Framingham, . | 16 36.3 | 13,000 00 | 253 92 | 13,253 92 | 810 | - |
| 37 | 35 | Stoneham, . | 16 31.1 | 13,500 00 | 462 06 | 13,962 06 | 856 | - |
| 49 | 36 | Winthrop, . | 16 28 | 1,400.00 | - | - | 86 | - |
| 41 | 37 | Lancaster, . | 16 12.9 | 4,500 00 | - | - | 279 | - |
| 59 | 38 | Lincoln, . | 16 05.8 | 2,200 00 | - | - | 137 | - |
| 73 | 39 | Greenfield, . | 15 93.3 | 10,500 00 | - | - | 659 | - |
| 32 | 40 | New Bedford, . | 15 83.1 | 60,000 00 | - | - | 3,790 | - |
| 120 | 41 | Braintree, . | 15 55.4 | 7,500 00 | 401 63 | 7,901 63 | 508 | - |
| 42 | 42 | Quincy, . | 15 43.2 | 25,000 00 | - | - | 1,620 | - |
| 36 | 43 | Reading, . | 15 39.8 | 8,500 00 | - | - | 552 | - |
| 46 | 44 | Bradford, . | 15 07.5 | 6,000 00 | - | - | 398 | \$300 00 |
| 47 | 45 | Amherst, . | 14 83.8 | 10,400 00 | 149 62 | 10,549 62 | 711 | - |
| 81 | 46 | W. Springfield | 14 11.6 | 8,600 00 | 349 34 | 8,949 34 | 634 | - |
| 50 | 47 | South Hadley, . | 14 03.3 | 7,500 00 | 50 00 | 7,550 00 | 538 | 40 00 |
| 61 | 48 | Concord, . | 13 88.9 | 6,000 00 | - | - | 432 | 13 00 |
| 45 | 49 | Plymouth, . | 13 84.9 | 15,500 00 | 329 22 | 15,829 22 | 1,143 | - |
| 70 | 50 | Ashland, . | 13 81.9 | 3,900 00 | 1,600 00 | 5,500 00 | 398 | - |
| 51 | 51 | Lynnfield, . | 13 81.7 | 1,500 00 | 61 37 | 1,561 37 | 113 | - |
| 138 | 52 | Princeton, . | 13 69.9 | 2,300 00 | 97 32 | 2,397 32 | 175 | - |
| 110 | 53 | Shelburne, . | 13 65.3 | 3,700 00 | - | - | 271 | 120 00 |
| 44 | 54 | Needham, . | 13 63.2 | 11,000 00 | 410 55 | 11,410 55 | 837 | - |
| 64 | 55 | N Braintree, . | 13 57.3 | 1,642 40 | - | - | 121 | - |
| 35 | 56 | Lunenburg, . | 13 42.3 | 2,000 00 | - | - | 149 | 216 00 |
| 121 | 57 | Newburyport, . | 13 31.2 | 31,503 31 | 631 36 | 32,134 67 | 2,414 | - |
| 177 | 58 | Georgetown, . | 13 21.2 | 4,500 00 | 190 36 | 4,690 36 | 355 | - |
| 85 | 59 | Fairhaven, . | 13 07.8 | 5,267 17 | 173 33 | 5,440 50 | 416 | - |
| 209 | 60 | Dover, . | 13 01.4 | 1,300 00 | 92 48 | 1,392 48 | 107 | - |
| 62 | 61 | Northampton, . | 12 98.8 | 28,457 00 | - | - | 2,191 | - |
| 172 | 62 | South Scituate, . | 12 98.7 | 4,000 00 | - | - | 308 | - |
| 112 | 63 | Wrentham, . | 12 94.4 | 5,000 00 | 281 24 | 5,281 24 | 408 | 30 00 |
| 48 | 64 | Andover, . | 12 87.2 | 9,500 00 | - | - | 738 | - |
| 55 | 65 | Fitchburg, . | 12 86.9 | 28,132 57 | - | - | 2,186 | - |
| 14 | 66 | Revere, . | 12 82 | 3,500 00 | - | - | 273 | - |
| 80 | 67 | Sandwich, . | 12 66.7 | 9,000 00 | 233 98 | 9,233 98 | 729 | - |
| 53 | 68 | Kingston, . | 12 64.8 | 3,250 00 | 114 38 | 3,364 38 | 266 | 37 10 |
| 63 | 69 | Stockbridge, . | 12 59.4 | 5,000 00 | - | - | 397 | - |
| 68 | 70 | Longmeadow, . | 12 55.3 | 3,200 00 | 139 02 | 3,339 02 | 266 | - |
| 58 | 71 | Bridgewater, . | 12 44 | 8,300 00 | 196 00 | 8,496 00 | 683 | - |
| 123 | 72 | Sudbury, . | 12 38.6 | 2,550 00 | 175 00 | 2,725 00 | 220 | - |
| 127 | 73 | Boxborough, . | 12 37.4 | 804 29 | - | - | 65 | - |
| 76 | 74 | Northborough, . | 12 34.5 | 3,000 00 | - | - | 243 | - |
| 208 | 75 | Dunstable, . | 12 32.8 | 900 00 | - | - | 73 | - |
| 96 | 76 | Beverly, . | 12 30.3 | 18,000 00 | - | - | 1,463 | - |
| 132 | 77 | Ipswich, . | 12 18.7 | 6,100 00 | 213 16 | 6,313 16 | 518 | - |
| 66 | 78 | Barre, . | 12 16.2 | 4,800 00 | 284 00 | 5,084 00 | 418 | - |
| 67 | 79 | Southborough, . | 12 06.9 | 4,500 00 | 98 36 | 4,598 36 | 381 | - |
| 89 | 80 | Chicopee, . | 12 04.7 | 24,625 00 | - | - | 2,044 | - |

| For 1872-73. | For 1873-74. | TOWNS. | Sum appropriated by town for each child between 5 and 15 yrs. of age. | Amount raised by taxes for the support of Schools. | Income of Funds, with Dog Tax, appropriated to Schools. | TOTAL. | No. of Children between 5 and 15 years of age. | Amount contributed for board and fuel. |
|--------------|--------------|-------------------|---|--|---|------------|--|--|
| 93 | 81 | Belchertown, . | \$11 97.5 | \$5,000 00 | \$245 00 | \$5,245 00 | 438 | - |
| 122 | 82 | Conway, . | 11 94.5 | 3,500 00 | - | - | 293 | \$80 00 |
| 74 | 83 | Upton, . | 11 94 | 4,000 00 | - | - | 335 | - |
| 60 | 84 | Sherborn, . | 11 93.9 | 2,000 00 | 113 22 | 2,113 22 | 177 | - |
| 205 | 85 | Egremont, . | 11 83.8 | 1,500 00 | 192 93 | 1,692 93 | 143 | 200 00 |
| 69 | 86 | Lawrence, . | 11 83.7 | 59,823 73 | 1,031 50 | 60,855 23 | 5,141 | - |
| 217 | 87 | Huntington, . | 11 82.8 | 2,000 00 | 57 00 | 2,057 00 | 174 | 30 00 |
| 105 | 88 | Wakefield, . | 11 78.1 | 12,500 00 | - | - | 1,061 | - |
| 104 | 89 | Yarmouth, . | 11 77.7 | 4,000 00 | 75 07 | 4,075 07 | 346 | 300 00 |
| 99 | 90 | Halifax, . | 11 76.5 | 1,000 00 | - | - | 85 | - |
| 65 | 91 | N. Andover, . | 11 76.5 | 6,800 00 | - | - | 578 | - |
| 75 | 92 | Taunton, . | 11 75.5 | 42,000 00 | - | - | 3,573 | - |
| 84 | 93 | Carlisle, . | 11 74.4 | 950 00 | 95 28 | 1,045 28 | 89 | - |
| 94 | 94 | Salem, . | 11 74.3 | 62,339 11 | 1,306 04 | 63,645 15 | 5,420 | - |
| 111 | 95 | Tewksbury, . | 11 71.9 | 2,200 00 | 155 55 | 2,355 55 | 201 | - |
| 71 | 96 | Lynn, . | 11 53.1 | 82,044 37 | - | - | 7,202 | - |
| 118 | 97 | Saugus, . | 11 49.4 | 6,000 00 | - | - | 522 | - |
| 102 | 98 | Gloucester, . | 11 43.5 | 37,247 68 | 452 32 | 37,700 00 | 3,297 | - |
| 97 | 99 | Westhampton, . | 11 41.2 | 1,500 00 | 40 60 | 1,540 60 | 135 | 54 00 |
| 117 | 100 | Leicester, . | 11 34 | 5,500 00 | - | - | 485 | - |
| 52 | 101 | Swansea, . | 11 30.9 | 2,533 29 | - | - | 224 | 15 00 |
| 119 | 102 | Woburn, . | 11 28.2 | 24,549 38 | - | - | 2,176 | - |
| 147 | 103 | Brookfield, . | 11 24.2 | 4,700 00 | 763 44 | 5,463 44 | 486 | 132 75 |
| 109 | 104 | Berkley, . | 11 21.6 | 1,200 00 | 45 00 | 1,245 00 | 111 | - |
| 215 | 105 | Boxford, . | 11 15.7 | 1,200 00 | 150 00 | 1,350 00 | 121 | - |
| 152 | 106 | Cohasset, . | 11 14.3 | 4,700 00 | 136 08 | 4,836 08 | 434 | - |
| 135 | 107 | Leominster, . | 11 14.3 | 7,800 00 | - | - | 700 | - |
| 54 | 108 | Seekonk, . | 11 11.1 | 2,000 00 | - | - | 180 | - |
| 107 | 109 | Foxborough, . | 11 06.8 | 5,700 00 | - | - | 515 | - |
| 90 | 110 | Canton, . | 11 06.4 | 10,500 00 | - | - | 949 | - |
| 98 | 111 | E. Bridgewater, . | 11 05.6 | 6,700 00 | - | - | 606 | - |
| 88 | 112 | Plainfield, . | 10 93.9 | 800 00 | 20 48 | 820 48 | 75 | - |
| 125 | 113 | Dracut, . | 10 93.7 | 3,500 00 | - | - | 320 | - |
| 167 | 114 | Stoughton, . | 10 93.3 | 11,000 00 | 523 73 | 11,523 73 | 1,054 | - |
| 165 | 115 | Westborough, . | 10 84.2 | 7,275 00 | - | - | 671 | - |
| 95 | 116 | Weymouth, . | 10 80.4 | 21,500 00 | - | - | 1,990 | - |
| 254 | 117 | Chester, . | 10 79.8 | 2,300 00 | - | - | 213 | - |
| 136 | 118 | Manchester, . | 10 76.6 | 2,950 00 | - | - | 274 | - |
| 158 | 119 | Groton, . | 10 75.3 | 4,000 00 | - | - | 372 | - |
| 87 | 120 | Petersham, . | 10 70.3 | 2,000 00 | 97 84 | 2,097 84 | 196 | - |
| 113 | 121 | Sterling, . | 10 70.2 | 3,000 00 | 103 59 | 3,103 59 | 290 | - |
| 157 | 122 | Medway, . | 10 66.7 | 7,000 00 | 360 62 | 7,360 62 | 690 | - |
| 150 | 123 | Danvers, . | 10 66.4 | 12,000 00 | 317 00 | 12,317 00 | 1,155 | - |
| 146 | 124 | Lenox, . | 10 63.8 | 3,500 00 | - | - | 329 | 100 00 |
| 78 | 125 | Sunderland, . | 10 58.8 | 1,800 00 | - | - | 170 | 50 00 |
| 183 | 126 | Rutland, . | 10 58.6 | 2,223 00 | - | - | 210 | - |
| 128 | 127 | Bellingham, . | 10 58.2 | 2,000 00 | 254 09 | 2,254 09 | 213 | - |
| 159 | 128 | Orleans, . | 10 57.3 | 2,400 00 | - | - | 227 | - |
| 160 | 129 | Franklin, . | 10 48.9 | 6,000 00 | - | - | 572 | - |
| 145 | 130 | Boylston, . | 10 48.7 | 1,425 00 | 169 12 | 1,594 12 | 152 | - |

SCHOOL RETURNS.

lxv

| For 1872-73. | For 1873-74. | TOWNS. | Sum appropriated by towns for each child between 5 and 15 yrs. of age. | Amount raised by taxes for the support of Schools. | Income of Funds, with Dog Tax, appropriated to Schools. | TOTAL. | No. of Children between 5 and 15 years of age. | Amount contributed for board and fuel. |
|--------------|--------------|-----------------|--|--|---|------------|--|--|
| 255 | 131 | Spencer, . | \$10 42 | \$9,221 00 | - | - | 885 | \$300 00 |
| 173 | 132 | Athol, . | 10 41.8 | 6,000 00 | \$303 27 | \$6,303 27 | 605 | - |
| 115 | 133 | Wellfleet, . | 10 41.5 | 5,000 00 | 51 36 | 5,051 36 | 48 | - |
| 140 | 134 | Falmouth, . | 10 40.9 | 3,800 00 | 72 43 | 3,872 43 | 372 | - |
| 92 | 135 | Raynham, . | 10 35.5 | 3,000 00 | 220 52 | 3,220 52 | 678 | - |
| 179 | 136 | Bedford, . | 10 34.4 | 1,600 00 | 96 39 | 1,696 39 | 164 | - |
| 83 | 137 | Methuen, . | 10 31.6 | 6,520 00 | - | - | 632 | - |
| 164 | 138 | Uxbridge, . | 10 31.5 | 5,500 00 | 513 49 | 6,013 49 | 583 | 35 00 |
| 198 | 139 | Templeton, . | 10 30 | 5,000 00 | 160 08 | 5,160 08 | 501 | - |
| 149 | 140 | Clinton, . | 10 29.8 | 11,482 01 | - | - | 1,115 | - |
| 144 | 141 | Dalton, . | 10 28.8 | 2,500 00 | - | - | 243 | - |
| 174 | 142 | Southampton, . | 10 24.9 | 1,850 00 | 210 06 | 2,060 06 | 201 | - |
| 141 | 143 | Harvard, . | 10 16.9 | 2,400 00 | - | - | 236 | 66 00 |
| 260 | 144 | Alford, . | 10 15.6 | 650 00 | - | - | 64 | - |
| 101 | 145 | Shrewsbury, . | 10 14.5 | 2,800 00 | - | - | 276 | - |
| 155 | 146 | Wilmington, . | 10 13.2 | 1,530 00 | - | - | 151 | - |
| 153 | 147 | Tyngsboro', . | 10 09.3 | 1,050 00 | 30 00 | 1,080 00 | 107 | - |
| 191 | 148 | Holyoke, . | 10 07.8 | 25,350 00 | 499 82 | 25,849 82 | 2,565 | - |
| 126 | 149 | Wayland, . | 10 06.1 | 2,300 00 | 175 00 | 2,475 00 | 246 | - |
| 182 | 150 | Shirley, . | 10 03.7 | 2,500 00 | 119 78 | 2,619 78 | 261 | 105 00 |
| 137 | 151 | Littleton, . | 10 00.3 | 2,000 00 | 200 65 | 2,200 65 | 220 | - |
| 114 | 152 | Hatfield, . | 10 00 | 3,000 00 | - | - | 300 | - |
| 131 | 153 | Paxton, . | 10 00 | 1,200 00 | - | - | 120 | - |
| 134 | 154 | Wenham, . | 10 00 | 1,600 00 | - | - | 160 | - |
| 212 | 155 | Marshfield, . | 9 96.4 | 2,800 00 | - | - | 281 | - |
| 139 | 156 | Stow, . | 9 96.3 | 1,900 00 | 82 62 | 1,982 62 | 199 | - |
| 178 | 157 | W. Bridgew'r, . | 9 96.2 | 3,000 00 | 396 99 | 3,396 99 | 341 | 20 00 |
| 133 | 158 | Natick, . | 9 95 | 14,000 00 | - | - | 1,407 | - |
| 129 | 159 | Westminster, . | 9 93.6 | 3,000 00 | 100 00 | 3,100 00 | 312 | 116 00 |
| 207 | 160 | Chelmsford, . | 9 93.4 | 4,500 00 | - | - | 453 | - |
| 161 | 161 | Attleborough, . | 9 92.7 | 14,200 00 | 800 00 | 15,000 00 | 1,511 | - |
| 195 | 162 | Hanover, . | 9 92.7 | 3,000 00 | 147 00 | 3,147 00 | 317 | - |
| 245 | 163 | Charlemont, . | 9 89.2 | 1,500 00 | 53 00 | 1,553 00 | 157 | - |
| 189 | 164 | Fall River, . | 9 86.4 | 70,000 00 | - | - | 7,096 | - |
| 163 | 165 | Dighton, . | 9 76.2 | 2,750 00 | 159 14 | 2,909 14 | 298 | - |
| 244 | 166 | Deerfield, . | 9 74.4 | 6,174 51 | 208 07 | 6,382 58 | 655 | 157 00 |
| 124 | 167 | Heath, . | 9 73.4 | 1,100 00 | - | - | 113 | - |
| 108 | 168 | Adams, . | 9 70.6 | 25,681 66 | - | - | 2,646 | - |
| 72 | 169 | Barnstable, . | 9 70.2 | 9,000 00 | 110 14 | 9,110 14 | 939 | 200 00 |
| 57 | 170 | Warren, . | 9 69.8 | 4,500 00 | - | - | 464 | - |
| 156 | 171 | Ashby, . | 9 68.4 | 1,500 00 | 78 54 | 1,578 54 | 163 | - |
| 106 | 172 | Acushnet, . | 9 64.1 | 2,000 00 | 92 06 | 2,092 06 | 217 | - |
| 116 | 173 | Nantucket, . | 9 63.3 | 6,300 00 | - | - | 654 | - |
| 142 | 174 | Hull, . | 9 61.5 | 500 00 | - | - | 52 | - |
| 143 | 175 | Warwick, . | 9 60 | 1,200 00 | - | - | 125 | 45 00 |
| 77 | 176 | Granby, . | 9 59.2 | 1,350 00 | 59 97 | 1,409 97 | 147 | - |
| 273 | 177 | Easthampton, . | 9 52.4 | 6,450 00 | 226 29 | 6,676 29 | 701 | - |
| 151 | 178 | Westport, . | 9 50.6 | 5,000 00 | 304 62 | 5,304 62 | 558 | - |
| 175 | 179 | Marlborough, . | 9 49.4 | 21,000 00 | - | - | 2,212 | - |
| 168 | 180 | Erving, . | 9 48.9 | 1,200 00 | 157 04 | 1,357 04 | 143 | - |

| For 1872-73. | For 1873-74. | TOWNS. | Sum appropriated by towns for each child between 5 and 15 yrs. of age. | Amount raised by taxes for the support of Schools. | Income of Funds, with Dog Tax, appropriated to Schools. | TOTAL. | No. of Children between 5 and 15 years of age. | Amount contributed for board and fuel. |
|--------------|--------------|-------------------|--|--|---|-----------|--|--|
| 211 | 181 | Marblehead, . | \$9 46.7 | \$15,000 00 | \$479 08 | 15,479 08 | 1,635 | \$200 00 |
| 130 | 182 | N. Bridgewater, . | 9 44.4 | 17,500 00 | 589 00 | 18,089 00 | 1,820 | - |
| 160 | 183 | Greenwich, . | 9 43.4 | 1,000 00 | - | - | 106 | - |
| 184 | 184 | Edgartown, . | 9 41.9 | 3,325 00 | - | - | 353 | - |
| 216 | 185 | Hopkinton, . | 9 40.7 | 10,000 00 | - | - | 1,063 | - |
| 190 | 186 | Salisbury, . | 9 39.4 | 7,000 00 | 205 09 | 7,205 09 | 767 | - |
| 148 | 187 | Orange, . | 9 39.1 | 3,700 00 | - | - | 394 | - |
| 203 | 188 | Wareham, . | 9 39.1 | 5,000 00 | 550 00 | 5,550 00 | 591 | - |
| 192 | 189 | Lakeville, . | 9 32.6 | 1,800 00 | - | - | 193 | - |
| 228 | 190 | Oxford, . | 9 31.1 | 5,000 00 | - | - | 537 | - |
| 86 | 191 | Montgomery, . | 9 29.5 | 500 00 | 48 42 | 548 42 | 59 | 72 00 |
| 187 | 192 | Monson, . | 9 22.6 | 4,800 00 | 320 19 | 5,120 19 | 555 | - |
| 214 | 193 | Townsend, . | 9 17.1 | 3,375 00 | - | - | 368 | - |
| 91 | 194 | Charlton, . | 9 16.7 | 3,300 00 | - | - | 360 | - |
| 197 | 195 | Easton, . | 9 12.4 | 7,500 00 | - | - | 822 | - |
| 281 | 196 | Maynard, . | 9 11.4 | 3,500 00 | - | - | 384 | - |
| 259 | 197 | Northfield, . | 9 09.1 | 2,800 00 | - | - | 308 | - |
| 218 | 198 | Bolton, . | 9 04 | 1,600 00 | - | - | 177 | - |
| 227 | 199 | W. Newbury, . | 9 03.5 | 3,993 64 | - | - | 442 | - |
| 243 | 200 | Billerica, . | 9 02.1 | 3,500 00 | - | - | 388 | - |
| 200 | 201 | Holliston, . | 9 00.6 | 5,800 00 | - | - | 644 | - |
| 301 | 202 | Pembroke, . | 8 97.9 | 2,000 00 | 200 00 | 2,200 00 | 245 | - |
| 180 | 203 | Sturbridge, . | 8 97.4 | 3,500 00 | - | - | 390 | - |
| 234 | 204 | Middleton, . | 8 92.5 | 1,500 00 | 61 90 | 1,561 90 | 175 | - |
| 213 | 205 | Acton, . | 8 90.8 | 2,500 00 | 92 31 | 2,592 31 | 291 | - |
| 305 | 206 | Cheshire, . | 8 87.8 | 3,500 00 | 77 75 | 3,577 75 | 403 | - |
| 181 | 207 | Prescott, . | 8 85.4 | 850 00 | - | - | 96 | - |
| 206 | 208 | Rehoboth, . | 8 85 | 2,800 00 | 271 09 | 3,071 09 | 347 | - |
| 222 | 209 | Provincetown, . | 8 80.2 | 7,200 00 | - | - | 818 | - |
| 202 | 210 | Williamstown, . | 8 78.6 | 5,500 00 | - | - | 626 | - |
| 171 | 211 | Pittsfield, . | 8 77.3 | 24,600 00 | - | - | 2,804 | - |
| 100 | 212 | Burlington, . | 8 74.6 | 900 00 | 88 32 | 988 32 | 113 | - |
| 186 | 213 | Hubbardston, . | 8 74.1 | 2,500 00 | - | - | 286 | 40 00 |
| 230 | 214 | Norfolk, . | 8 73.1 | 1,600 00 | 128 71 | 1,728 71 | 198 | - |
| 223 | 215 | Millbury, . | 8 71 | 7,700 00 | - | - | 884 | - |
| 185 | 216 | Rochester, . | 8 69.2 | 1,500 00 | 81 97 | 1,581 97 | 182 | 24 00 |
| 82 | 217 | Westford, . | 8 67.8 | 2,600 00 | 142 29 | 2,742 29 | 316 | - |
| 220 | 218 | Northbridge, . | 8 67.7 | 6,250 00 | 274 94 | 6,524 94 | 752 | - |
| 267 | 219 | Winchendon, . | 8 65.1 | 5,614 45 | - | - | 649 | - |
| 224 | 220 | Windsor, . | 8 62.1 | 1,000 00 | - | - | 116 | - |
| 229 | 221 | Dudley, . | 8 58.3 | 5,000 00 | 166 90 | 5,166 90 | 602 | - |
| 231 | 222 | Wilbraham, . | 8 58 | 3,200 00 | 215 02 | 3,415 02 | 398 | - |
| 194 | 223 | Abington, . | 8 54.9 | 18,000 00 | 749 35 | 18,749 35 | 2,193 | - |
| 253 | 224 | Pelham, . | 8 54.7 | 1,000 00 | - | - | 117 | - |
| 221 | 225 | Gt. Barrington, . | 8 45.7 | 7,900 00 | 236 00 | 8,136 00 | 962 | 100 00 |
| 79 | 226 | Wendell, . | 8 43.4 | 700 00 | - | - | 83 | - |
| 196 | 227 | Lee, . | 8 41.5 | 6,900 00 | - | - | 820 | 50 00 |
| 298 | 228 | N. Brookfield, . | 8 41.5 | 6,000 00 | 361 56 | 6,361 56 | 756 | - |
| 264 | 229 | Randolph, . | 8 35.5 | 7,900 00 | 313 44 | 8,213 44 | 983 | - |
| 154 | 230 | Dana, . | 8 33.5 | 1,000 00 | 50 25 | 1,050 25 | 126 | - |

SCHOOL RETURNS.

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| For 1872-73. | For 1873-74. | TOWNS. | Sum appropriated by towns for each child between 5 and 15 yrs. of age. | Amount raised by taxes for the support of Schools. | Income of Funds, with Dog Tax, appropriated to Schools. | TOTAL. | No. of Children between 5 and 15 years of age. | Amount contributed for board and fuel. |
|--------------|--------------|----------------------|--|--|---|------------|--|--|
| 313 | 231 | Gill, . . . | \$8 33.3 | \$1,000 00 | - | - | 120 | \$280 00 |
| 170 | 232 | Carver, . . . | 8 33 | 1,600 00 | \$107 56 | \$1,707 56 | 205 | - |
| 166 | 233 | N. Reading, . . . | 8 28.7 | 1,500 00 | - | - | 181 | 500 00 |
| 251 | 234 | Rowe, . . . | 8 27.2 | 1,000 00 | 50 62 | 1,050 62 | 127 | - |
| 293 | 235 | Chatham, . . . | 8 23 | 4,000 00 | - | - | 486 | - |
| 278 | 236 | Rowley, . . . | 8 21 | 1,716 00 | - | - | 209 | - |
| 248 | 237 | Truro, . . . | 8 20.3 | 2,000 00 | 18 00 | 2,018 00 | 246 | - |
| 176 | 238 | Sheffield, . . . | 8 15.7 | 3,200 00 | 266 61 | 3,466 61 | 425 | - |
| 219 | 239 | Hawley, . . . | 8 13 | 1,048 75 | - | - | 129 | - |
| 193 | 240 | Ayer, . . . | 8 10.8 | 3,000 00 | - | - | 370 | - |
| 188 | 241 | Shutesbury, . . . | 8 09.6 | 800 00 | 42 00 | 842 00 | 104 | - |
| 204 | 242 | Mendon, . . . | 8 08.5 | 1,700 00 | 232 32 | 1,932 32 | 239 | - |
| 296 | 243 | Whately, . . . | 8 07.1 | 1,800 00 | - | - | 223 | - |
| 270 | 244 | Duxbury, . . . | 8 05.1 | 3,000 00 | 212 48 | 3,212 48 | 399 | - |
| 210 | 245 | Somerset, . . . | 8 05 | 2,777 44 | - | - | 345 | - |
| 307 | 246 | Sharon, . . . | 8 04 | 1,800 00 | 523 73 | 2,323 73 | 289 | - |
| 277 | 247 | Hudson, . . . | 8 00.4 | 6,500 00 | 200 00 | 6,700 00 | 837 | - |
| 241 | 248 | Eastham, . . . | 7 99 | 1,115 00 | - | - | 144 | - |
| 238 | 249 | Pepperell, . . . | 7 98.7 | 2,500 00 | - | - | 313 | - |
| 280 | 250 | Southbridge, . . . | 7 94.9 | 8,450 00 | - | - | 1,063 | - |
| 256 | 251 | Brimfield, . . . | 7 93.6 | 2,000 00 | - | - | 252 | - |
| 199 | 252 | Ashburnham, . . . | 7 90 | 3,500 00 | 134 00 | 3,634 00 | 460 | - |
| 239 | 253 | Enfield, . . . | 7 89.5 | 1,500 00 | - | - | 190 | 41 50 |
| 268 | 254 | Essex, . . . | 7 88.5 | 2,500 00 | 141 42 | 2,641 42 | 335 | - |
| 233 | 255 | Grafton, . . . | 7 82.1 | 7,000 00 | - | - | 895 | - |
| 162 | 256 | Dartmouth, . . . | 7 82 | 4,500 00 | 285 87 | 4,785 87 | 612 | - |
| 266 | 257 | Phillipston, . . . | 7 81.2 | 1,000 00 | - | - | 128 | - |
| 288 | 258 | W. Brookfield, . . . | 7 81.2 | 3,000 00 | - | - | 384 | - |
| 290 | 259 | Ludlow, . . . | 7 80.5 | 1,600 00 | - | - | 205 | - |
| 246 | 260 | Gardner, . . . | 7 76.4 | 5,000 00 | 311 00 | 5,311 00 | 684 | - |
| 276 | 261 | Middlefield, . . . | 7 74.8 | 1,050 00 | 120 00 | 1,170 00 | 151 | - |
| 235 | 262 | Scituate, . . . | 7 74.6 | 3,850 00 | - | - | 497 | - |
| 275 | 263 | Ware, . . . | 7 73.4 | 7,500 00 | 264 92 | 7,764 92 | 1,004 | - |
| 232 | 264 | Oakham, . . . | 7 71.9 | 1,200 00 | 127 66 | 1,327 66 | 172 | 20 00 |
| 201 | 265 | Montague, . . . | 7 71.1 | 5,000 00 | - | - | 640 | 250 00 |
| 294 | 266 | Plympton, . . . | 7 65.3 | 1,000 00 | 125 00 | 1,125 00 | 147 | - |
| 236 | 267 | Brewster, . . . | 7 63 | 2,000 00 | - | - | 262 | - |
| 325 | 268 | Russell, . . . | 7 55.8 | 850 00 | 57 00 | 907 00 | 120 | - |
| 274 | 269 | Ashfield, . . . | 7 54.9 | 1,500 00 | 25 00 | 1,525 00 | 202 | 758 00 |
| 247 | 270 | Hamilton, . . . | 7 54.3 | 1,000 00 | 55 98 | 1,055 98 | 140 | 20 00 |
| 262 | 271 | Dennis, . . . | 7 53.9 | 5,200 00 | 17 34 | 5,217 34 | 692 | - |
| 312 | 272 | Agawam, . . . | 7 53.8 | 3,000 00 | - | - | 398 | 32 00 |
| 269 | 273 | Webster, . . . | 7 53.1 | 7,100 00 | 122 43 | 7,222 43 | 959 | - |
| 287 | 274 | Bernardston, . . . | 7 52.2 | 1,000 00 | 75 73 | 1,075 73 | 143 | 84 00 |
| 103 | 275 | Douglas, . . . | 7 46.6 | 3,000 00 | 165 53 | 3,165 53 | 424 | - |
| 333 | 276 | Mattapoisett, . . . | 7 42.5 | 1,800 00 | 33 94 | 1,833 94 | 247 | - |
| 257 | 277 | Holden, . . . | 7 41.9 | 2,950 00 | 225 50 | 3,175 50 | 428 | - |
| 291 | 278 | Holland, . . . | 7 38.1 | 500 00 | 53 62 | 553 62 | 75 | - |
| 272 | 279 | Hinsdale, . . . | 7 36.1 | 2,650 00 | - | - | 360 | - |
| 311 | 280 | Harwich, . . . | 7 31 | 5,000 00 | 65 90 | 5,065 90 | 693 | 100 00 |

| For 1872-73. | For 1873-74. | TOWNS. | Sum appropriated by towns for each child between 5 and 15 yrs. of age. | Amount raised by taxes for the support of Schools. | Income of Funds, with Dog Tax, appropriated to Schools. | TOTAL. | No. of Children between 5 and 15 years of age. | Amount contributed for board and fuel. |
|--------------|--------------|------------------|--|--|---|------------|--|--|
| 261 | 281 | Hadley, . . | \$7 29.2 | \$3,500 00 | - | - | 480 | - |
| 225 | 282 | Amesbury, . . | 7 29.1 | 8,600 00 | \$272 91 | \$8,872 91 | 1,217 | - |
| 240 | 283 | Milford, . . | 7 27.8 | 18,000 00 | - | - | 2,473 | - |
| 284 | 284 | Hanson, . . | 7 24.3 | 1,500 00 | 93 58 | 1,593 58 | 220 | - |
| 330 | 285 | Worthington, . | 7 23.5 | 800 00 | 321 42 | 1,121 42 | 155 | \$825 00 |
| 249 | 286 | Southwick, . . | 7 23.4 | 1,500 00 | 142 15 | 1,642 15 | 227 | 126 00 |
| 265 | 287 | Newbury, . . | 7 18.9 | 1,500 00 | 60 00 | 1,560 00 | 217 | 5 00 |
| 322 | 288 | Cummington, . | 7 16.9 | 1,300 00 | 40 67 | 1,340 67 | 187 | 490 00 |
| 286 | 289 | N. Marlboro', . | 7 03.1 | 2,500 00 | 312 47 | 2,812 47 | 400 | 60 00 |
| 336 | 290 | Sutton, . . | 7 03.1 | 4,000 00 | 176 42 | 4,176 42 | 594 | - |
| 334 | 291 | Mansfield, . . | 6 95.1 | 3,566 00 | - | - | 513 | - |
| 237 | 292 | Freetown, . . | 6 94.4 | 1,500 00 | - | - | 216 | - |
| 282 | 293 | Rockport, . . | 6 89.5 | 5,406 98 | - | - | 784 | - |
| 252 | 294 | Chesterfield, . | 6 84.9 | 1,000 00 | - | - | 146 | 542 00 |
| 250 | 295 | Norton, . . | 6 78 | 2,000 00 | - | - | 295 | - |
| 258 | 296 | Leverett, . . | 6 76.3 | 1,000 00 | 55 00 | 1,055 00 | 156 | 92 00 |
| 323 | 297 | Mt. Washing'n, | 6 75 | 400 00 | 32 00 | 432 00 | 64 | - |
| 327 | 298 | Granville, . . | 6 67.2 | 2,000 00 | 135 00 | 2,135 00 | 320 | 100 00 |
| 306 | 299 | Chilmark, . . | 6 66.6 | 600 00 | - | - | 90 | - |
| 299 | 300 | Wales, . . | 6 63.1 | 800 00 | 115 06 | 915 06 | 138 | - |
| 263 | 301 | Tisbury, . . | 6 62.2 | 2,000 00 | - | - | 302 | - |
| 295 | 302 | Blackstone, . . | 6 60.3 | 7,288 00 | 299 27 | 7,587 27 | 1,149 | - |
| 226 | 303 | New Salem, . . | 6 60.3 | 1,100 00 | 29 16 | 1,129 16 | 171 | 52 50 |
| 297 | 304 | Tyringham, . . | 6 59.3 | 700 00 | 51 60 | 751 60 | 114 | - |
| 242 | 305 | Middleboro', . | 6 54.3 | 6,000 00 | - | - | 917 | - |
| 332 | 306 | W. Stockb'dge, | 6 52.0 | 2,500 00 | - | - | 383 | 129 00 |
| 285 | 307 | Topsfield, . . | 6 43.9 | 1,500 00 | 109 81 | 1,609 81 | 250 | - |
| 329 | 308 | Clarksburg, . . | 6 41 | 1,000 00 | - | - | 156 | - |
| 271 | 309 | Goshen, . . | 6 41 | 500 00 | - | - | 78 | 204 75 |
| 304 | 310 | Marion, . . | 6 38.7 | 1,168 80 | - | - | 183 | - |
| 292 | 311 | Auburn, . . | 6 38.3 | 1,500 00 | - | - | 235 | - |
| 289 | 312 | Palmer, . . | 6 36.1 | 5,000 00 | 368 69 | 5,368 69 | 844 | - |
| 324 | 313 | Otis, . . | 6 14.5 | 1,000 00 | 87 74 | 1,087 74 | 177 | - |
| 308 | 314 | Hardwick, . . | 6 11.2 | 2,500 00 | - | - | 409 | - |
| 319 | 315 | Monterey, . . | 6 04.9 | 800 00 | 210 23 | 1,010 23 | 167 | 250 00 |
| 318 | 316 | Groveland, . . | 6 04.1 | 2,211 00 | - | - | 366 | - |
| 309 | 317 | Coleraine, . . | 6 02.4 | 2,000 00 | - | - | 332 | 80 00 |
| 300 | 318 | Blandford, . . | 5 94.2 | 1,200 00 | 119 22 | 1,319 22 | 222 | - |
| 328 | 319 | Sandisfield, . . | 5 90.7 | 1,500 00 | 18 00 | 1,518 00 | 257 | 457 50 |
| 310 | 320 | Williamsburg, . | 5 88.8 | 3,000 00 | 103 00 | 3,103 00 | 527 | - |
| 279 | 321 | Savoy, . . | 5 88.2 | 800 00 | - | - | 136 | 456 50 |
| 316 | 322 | Lanesboro', . . | 5 79.7 | 2,000 00 | - | - | 345 | 30 00 |
| 317 | 323 | W. Boylston, . . | 5 76.5 | 3,300 00 | 262 65 | 3,562 65 | 618 | - |
| 320 | 324 | Royalston, . . | 5 67.3 | 1,000 00 | 253 75 | 1,253 75 | 221 | - |
| 337 | 325 | Hancock, . . | 5 62.9 | 700 00 | 37 46 | 737 46 | 131 | 36 00 |
| 314 | 326 | Peru, . . | 5 49.1 | 600 00 | 37 00 | 637 00 | 116 | 45 00 |
| 331 | 327 | Berlin, . . | 5 34.7 | 1,000 00 | - | - | 187 | - |
| 335 | 328 | Tolland, . . | 5 32.7 | 500 00 | 54 00 | 554 00 | 104 | 274 00 |
| 326 | 329 | Washington, . . | 5 29.1 | 1,000 00 | - | - | 189 | 91 50 |
| 341 | 330 | Mashpee, . . | 5 24.7 | 400 00 | 26 78 | 426 78 | 82 | - |

SCHOOL RETURNS.

lxix

| For 1872-73. | For 1873-74. | TOWNS. | Sum appropriated by towns for each child between 5 and 15 yrs. of age. | Amount raised by taxes for the support of Schools. | Income of Funds, with Dog Tax, appropriated to Schools. | TOTAL. | No. of Children between 5 and 15 years of age. | Amount contributed for board and fuel. |
|--------------|--------------|----------------|--|--|---|------------|--|--|
| 339 | 331 | Buckland, . | \$5 20.1 | \$2,000 00 | \$121 90 | \$2,121 90 | 408 | \$36 00 |
| 303 | 332 | Leyden, . | 5 00 | 600 00 | - | - | 120 | 75 00 |
| 315 | 333 | Monroe, . | 4 90.2 | 250 00 | - | - | 51 | - |
| 283 | 334 | Becket, . | 4 68.7 | 1,500 00 | 93 45 | 1,593 45 | 340 | 205 00 |
| 340 | 335 | Richmond, . | 3 78.6 | 800 00 | 33 05 | 833 05 | 220 | - |
| 321 | 336 | New Ashford, . | 3 54.3 | 126 00 | 22 80 | 148 80 | 42 | - |
| 342 | 337 | Gay Head, . | 3 10.3 | 90 00 | - | - | 29 | - |
| 302 | 338 | Gosnold, . | 3 00 | 60 00 | - | - | 20 | - |
| 338 | 339 | Florida, . | 2 38.1 | 800 00 | - | - | 336 | - |

GRADUATED TABLES—FIRST SERIES.

[COUNTY TABLES.]

Table showing the comparative amount of Money appropriated by the different Towns in each of the Counties in the State, for the education of each Child in the Town, between the ages of 5 and 15 years.

BARNSTABLE COUNTY.

| For 1872-73. | For 1873-74. | TOWNS. | Sum appropriated by towns for each child between 5 and 15 yrs. of age. | Amount raised by taxes for the support of Schools. | Income of Funds, with Dog Tax, appropriated to Schools. | TOTAL. | No. of Children between 5 and 15 years of age. | Amount contributed for board and fuel. |
|--------------|--------------|-----------------|--|--|---|------------|--|--|
| 2 | 1 | SANDWICH, . | \$12 66.7 | \$9,000 00 | \$233 98 | \$9,233 98 | 729 | — |
| 3 | 2 | Yarmouth, . | 11 77.7 | 4,000 00 | 75 07 | 4,075 07 | 346 | \$300 00 |
| 6 | 3 | Orleans, . | 10 57.3 | 2,400 00 | — | — | 227 | — |
| 4 | 4 | Wellfleet, . | 10 41.5 | 5,000 00 | 51 36 | 5,051 36 | 485 | — |
| 5 | 5 | Falmouth, . | 10 40.9 | 3,800 00 | 72 43 | 3,872 43 | 372 | — |
| 1 | 6 | Barnstable, . | 9 70.2 | 9,000 00 | 110 14 | 9,110 14 | 939 | 200 00 |
| 7 | 7 | Provincetown, . | 8 80.2 | 7,200 00 | — | — | 818 | — |
| 12 | 8 | Chatham, . | 8 23 | 4,000 00 | — | — | 486 | — |
| 10 | 9 | Truro, . | 8 20.3 | 2,000 00 | 18 00 | 2,018 00 | 246 | — |
| 9 | 10 | Eastham, . | 7 99 | 1,115 00 | — | — | 144 | 30 00 |
| 8 | 11 | Brewster, . | 7 63 | 2,000 00 | — | — | 262 | — |
| 11 | 12 | Dennis, . | 7 53.9 | 5,200 00 | 17 34 | 5,217 34 | 692 | — |
| 13 | 13 | Harwich, . | 7 31 | 5,000 00 | 65 90 | 5,065 90 | 693 | 100 00 |
| 14 | 14 | Mashpee, . | 5 24.7 | 400 00 | 26 78 | 426 78 | 82 | — |

BERKSHIRE COUNTY.

| | | | | | | | | |
|----|----|-----------------|-----------|------------|----------|------------|-------|----------|
| 1 | 1 | STOCKBRIDGE, . | \$12 59.4 | \$5,000 00 | — | — | 397 | — |
| 9 | 2 | Egremont, . | 11 83.8 | 1,500 00 | \$192 93 | \$1,692 93 | 143 | \$200 00 |
| 4 | 3 | Lenox, . | 10 63.8 | 3,500 00 | — | — | 329 | 100 00 |
| 3 | 4 | Dalton, . | 10 28.8 | 2,500 00 | — | — | 243 | — |
| 12 | 5 | Alford, . | 10 15.6 | 650 00 | — | — | 64 | — |
| 2 | 6 | Adams, . | 9 70.6 | 25,681 66 | — | — | 2,646 | — |
| 19 | 7 | Cheshire, . | 8 87.8 | 3,500 00 | 77 75 | 3,577 75 | 403 | — |
| 8 | 8 | Williamstown, . | 8 78.6 | 5,500 00 | — | — | 626 | — |
| 5 | 9 | Pittsfield, . | 8 77.3 | 24,600 00 | — | — | 2,804 | — |
| 11 | 10 | Windsor, . | 8 62.1 | 1,000 00 | — | — | 116 | — |

SCHOOL RETURNS.

lxxi

BERKSHIRE COUNTY—CONCLUDED.

| For 1872-73. | For 1873-74. | TOWNS. | Sum appropriated by towns for each child between 5 and 15 yrs. of age. | Amount raised by taxes for the support of Schools. | Income of Funds, with Dog Tax, appropriated to Schools. | TOTAL. | No. of Children between 5 and 15 years of age. | Amount contributed for board and fuel. |
|--------------|--------------|-----------------|--|--|---|------------|--|--|
| 10 | 11 | Gt. Barringt'n, | \$8 45.7 | \$7,900 00 | \$236 00 | \$8,136 00 | 962 | \$100 00 |
| 7 | 12 | Lee, . . . | 8 41.5 | 6,900 00 | — | — | 820 | 50 00 |
| 6 | 13 | Sheffield, . | 8 15.7 | 3,200 00 | 266 61 | 3,466 61 | 425 | — |
| 13 | 14 | Hinsdale, . | 7 36.1 | 2,650 00 | — | — | 360 | — |
| 16 | 15 | N. Marlboro', | 7 03.1 | 2,500 00 | 312 47 | 2,812 47 | 400 | 60 00 |
| 23 | 16 | Mt. Washing'n, | 6 75 | 400 00 | 32 00 | 432 00 | 64 | — |
| 17 | 17 | Tyringham, . | 6 59.3 | 700 00 | 51 60 | 751 60 | 114 | — |
| 28 | 18 | W. Stockb'ge, | 6 52 | 2,500 00 | — | — | 383 | 129 00 |
| 27 | 19 | Clarksburg, . | 6 41 | 1,000 00 | — | — | 156 | — |
| 24 | 20 | Otis, . . . | 6 14.5 | 1,000 00 | 87 74 | 1,087 74 | 177 | — |
| 21 | 21 | Monterey, . | 6 04.9 | 800 00 | 210 23 | 1,010 23 | 167 | 250 00 |
| 26 | 22 | Sandisfield, . | 5 90.7 | 1,500 00 | 18 00 | 1,518 00 | 257 | 457 50 |
| 14 | 23 | Savoy, . . . | 5 88.2 | 800 00 | — | — | 136 | 456 50 |
| 20 | 24 | Lanesboro', | 5 79.7 | 2,000 00 | — | — | 345 | 30 00 |
| 29 | 25 | Hancock, . . | 5 62.9 | 700 00 | 37 46 | 737 46 | 131 | 36 00 |
| 19 | 26 | Peru, . . . | 5 49.1 | 600 00 | 37 00 | 637 00 | 116 | 45 00 |
| 25 | 27 | Washington, . | 5 29.1 | 1,000 00 | — | — | 189 | 91 50 |
| 15 | 28 | Becket, . . . | 4 68.7 | 1,500 00 | 93 45 | 1,593 45 | 340 | 205 00 |
| 31 | 29 | Richmond, . | 3 78.6 | 800 00 | 33 05 | 833 05 | 220 | — |
| 22 | 30 | New Ashford, | 3 54.3 | 126 00 | 22 80 | 148 80 | 42 | — |
| 30 | 31 | Florida, . . | 2 38.1 | 800 00 | — | — | 336 | — |

BRISTOL COUNTY.

| | | | | | | | | |
|----|----|-----------------|-----------|-------------|----------|------------|-------|---------|
| 1 | 1 | NEW BEDFORD, . | \$15 83.1 | \$60,000 00 | — | — | 3,790 | — |
| 5 | 2 | Fairhaven, . . | 13 07.8 | 5,267 17 | \$173 33 | \$5,440 50 | 416 | — |
| 4 | 3 | Taunton, . . . | 11 75.5 | 42,000 00 | — | — | 3,573 | — |
| 2 | 4 | Swansea, . . . | 11 30.9 | 2,533 29 | — | — | 224 | \$15 00 |
| 8 | 5 | Berkley, . . . | 11 21.6 | 1,200 00 | 45 00 | 1,245 00 | 111 | — |
| 3 | 6 | Seekonk, . . . | 11 11.1 | 2,000 00 | — | — | 180 | — |
| 6 | 7 | Raynham, . . . | 10 35.5 | 3,000 00 | 220 52 | 3,220 52 | 678 | — |
| 10 | 8 | Attleboro', . . | 9 92.7 | 14,200 00 | 800 00 | 15,000 00 | 1,511 | — |
| 13 | 9 | Fall River, . . | 9 86.4 | 70,000 00 | — | — | 7,096 | — |
| 12 | 10 | Dighton, . . . | 9 76.2 | 2,750 00 | 159 14 | 2,909 14 | 298 | — |
| 7 | 11 | Acushnet, . . . | 9 64.1 | 2,000 00 | 92 06 | 2,092 06 | 217 | — |
| 9 | 12 | Westport, . . . | 9 50.6 | 5,000 00 | 304 62 | 5,304 62 | 558 | — |
| 14 | 13 | Easton, | 9 12.4 | 7,500 00 | — | — | 822 | — |
| 15 | 14 | Rehoboth, . . . | 8 85 | 2,800 00 | 271 09 | 3,071 09 | 347 | — |
| 16 | 15 | Somerset, . . . | 8 05 | 2,777 44 | — | — | 345 | — |
| 11 | 16 | Dartmouth, . . | 7 82 | 4,500 00 | 285 87 | 4,785 87 | 612 | — |
| 19 | 17 | Mansfield, . . | 6 95.1 | 3,566 00 | — | — | 513 | — |
| 17 | 18 | Freetown, . . . | 6 94.4 | 1,500 00 | — | — | 216 | — |
| 18 | 19 | Norton, | 6 78 | 2,000 00 | — | — | 295 | — |

DUKES COUNTY.

| For 1872-73. | For 1873-74. | TOWNS. | Sum appropriated by towns for each child between 5 and 15 yrs. of age. | Amount raised by taxes for the support of Schools. | Income of Funds, with Dog Tax, appropriated to Schools. | TOTAL. | No. of Children between 5 and 15 years of age. | Amount contributed for board and fuel. |
|--------------|--------------|--------------|--|--|---|--------|--|--|
| 1 | 1 | EDGARTOWN, . | \$9 41.9 | \$3,325 00 | - | - | 353 | - |
| 4 | 2 | Chilmark, . | 6 66.6 | 600 00 | - | - | 90 | - |
| 12 | 3 | Tisbury, . | 6 62.2 | 2,000 00 | - | - | 302 | - |
| 5 | 4 | Gay Head, . | 3 10.3 | 90 00 | - | - | 29 | - |
| 3 | 5 | Gosnold, . | 3 00 | 60 00 | - | - | 20 | - |

ESSEX COUNTY.

| | | | | | | | | |
|----|----|----------------|-----------|------------|----------|-----------|-------|----------|
| 1 | 1 | NAHANT, . | \$28 40.9 | \$2,500 00 | - | - | 88 | - |
| 4 | 2 | Peabody, . | 18 62.3 | 27,350 00 | \$547 10 | 27,897 10 | 1,498 | - |
| 2 | 3 | Haverhill, . | 16 51 | 41,700 00 | 2,200 00 | 43,900 00 | 2,659 | - |
| 3 | 4 | Swampscott, . | 16 43 | 6,000 00 | 112 00 | 6,112 00 | 372 | - |
| 5 | 5 | Bradford, . | 15 07.5 | 6,000 00 | - | - | 398 | \$300 00 |
| 7 | 6 | Lynnfield, . | 13 81.7 | 1,500 00 | 61 37 | 1,561 37 | 113 | - |
| 16 | 7 | Newburyport, . | 13 31.2 | 31,503 31 | 631 36 | 32,134 67 | 2,414 | - |
| 21 | 8 | Georgetown, . | 13 21.2 | 4,500 00 | 190 36 | 4,690 36 | 355 | - |
| 6 | 9 | Andover, . | 12 87.2 | 9,500 00 | - | - | 738 | - |
| 13 | 10 | Beverly, . | 12 30.3 | 18,000 00 | - | - | 1,463 | - |
| 17 | 11 | Ipswich, . | 12 18.7 | 6,100 00 | 213 16 | 6,313 16 | 518 | - |
| 9 | 12 | Lawrence, . | 11 83.7 | 59,823 73 | 1,031 50 | 60,855 23 | 5,141 | - |
| 8 | 13 | No. Andover, . | 11 76.5 | 6,800 00 | - | - | 578 | - |
| 12 | 14 | Salem, . | 11 74.3 | 62,339 11 | 1,306 04 | 63,645 15 | 5,420 | - |
| 10 | 15 | Lynn, . | 11 53.1 | 82,044 37 | - | - | 7,202 | - |
| 15 | 16 | Saugus, . | 11 49.4 | 6,000 00 | - | - | 522 | - |
| 14 | 17 | Gloucester, . | 11 43.5 | 37,247 68 | 452 32 | 37,700 00 | 3,297 | - |
| 24 | 18 | Boxford, . | 11 15.7 | 1,200 00 | 150 00 | 1,350 00 | 121 | - |
| 19 | 19 | Manchester, . | 10 76.6 | 2,950 00 | - | - | 274 | - |
| 20 | 20 | Danvers, . | 10 66.4 | 12,000 00 | 317 00 | 12,317 00 | 1,155 | - |
| 11 | 21 | Methuen, . | 10 31.6 | 6,520 00 | - | - | 632 | - |
| 18 | 22 | Wenham, . | 10 00 | 1,600 00 | - | - | 160 | - |
| 23 | 23 | Marblehead, . | 9 46.7 | 15,000 00 | 479 08 | 15,479 08 | 1,635 | 200 00 |
| 22 | 24 | Salisbury, . | 9 39.4 | 7,000 00 | 205 09 | 7,205 09 | 767 | - |
| 26 | 25 | W. Newbury, . | 9 03.5 | 3,993 64 | - | - | 442 | - |
| 27 | 26 | Middleton, . | 8 92.5 | 1,500 00 | 61 90 | 1,561 90 | 175 | - |
| 31 | 27 | Rowley, . | 8 21 | 1,716 00 | - | - | 209 | - |
| 30 | 28 | Essex, . | 7 88.5 | 2,500 00 | 141 42 | 2,641 42 | 335 | - |
| 28 | 29 | Hamilton, . | 7 54.3 | 1,000 00 | 55 98 | 1,055 98 | 140 | 20 00 |
| 25 | 30 | Amesbury, . | 7 29.1 | 8,600 00 | 272 91 | 8,872 91 | 1,217 | - |
| 29 | 31 | Newbury, . | 7 18.9 | 1,500 00 | 60 00 | 1,560 00 | 217 | 5 00 |
| 32 | 32 | Rockport, . | 6 89.5 | 5,406 98 | - | - | 784 | - |
| 33 | 33 | Topsfield, . | 6 43.9 | 1,500 00 | 109 81 | 1,609 81 | 250 | - |
| 34 | 34 | Groveland, . | 6 04.1 | 2,211 00 | - | - | 366 | - |

SCHOOL RETURNS.

lxxiii

FRANKLIN COUNTY.

| For 1872-73. | For 1873-74. | TOWNS. | Sum appropriated by towns for each child between 5 and 15 yrs. of age. | Amount raised by taxes for the support of Schools. | Income of Funds, with Dog Tax, appropriated to Schools. | TOTAL. | No. of Children between 5 and 15 years of age. | Amount contributed for board and fuel. |
|--------------|--------------|----------------|--|--|---|------------|--|--|
| 1 | 1 | GREENFIELD, . | \$15 93.3 | \$10,500 00 | - | - | 659 | - |
| 4 | 2 | Shelburne, . | 13 65.3 | 3,700 00 | - | - | 271 | \$120 00 |
| 5 | 3 | Conway, . | 11 94.5 | 3,500 00 | - | - | 293 | 80 00 |
| 2 | 4 | Sunderland, . | 10 58.8 | 1,800 00 | - | - | 170 | 50 00 |
| 15 | 5 | Charlemont, . | 9 89.2 | 1,500 00 | \$53 00 | \$1,553 00 | 157 | - |
| 14 | 6 | Deerfield, . | 9 74.4 | 6,174 51 | 208 07 | 6,382 58 | 655 | 157 00 |
| 6 | 7 | Heath, . . . | 9 73.4 | 1,100 00 | - | - | 113 | - |
| 7 | 8 | Warwick, . | 9 60 | 1,200 00 | - | - | 125 | 45 00 |
| 9 | 9 | Erving, . . . | 9 48.9 | 1,200 00 | 157 04 | 1,357 04 | 143 | - |
| 8 | 10 | Orange, . . . | 9 39.1 | 3,700 00 | - | - | 394 | - |
| 18 | 11 | Northfield, . | 9 09.1 | 2,800 00 | - | - | 308 | - |
| 3 | 12 | Wendell, . . | 8 43.4 | 700 00 | - | - | 83 | - |
| 24 | 13 | Gill, | 8 33.3 | 1,000 00 | - | - | 120 | 280 00 |
| 16 | 14 | Rowe, | 8 27.2 | 1,000 00 | 50 62 | 1,050 62 | 127 | - |
| 12 | 15 | Hawley, . . . | 8 13 | 1,048 75 | - | - | 129 | - |
| 10 | 16 | Shutesbury, . | 8 09.6 | 800 00 | 42 00 | 842 00 | 104 | - |
| 21 | 17 | Whately, . . | 8 07.1 | 1,800 00 | - | - | 223 | - |
| 11 | 18 | Montague, . . | 7 71.1 | 5,000 00 | - | - | 640 | 250 00 |
| 19 | 19 | Ashfield, . . | 7 54.9 | 1,500 00 | 25 00 | 1,525 00 | 202 | 758 00 |
| 20 | 20 | Bernardston, . | 7 52.2 | 1,000 00 | 75 73 | 1,075 73 | 143 | 84 00 |
| 17 | 21 | Leverett, . . | 6 76.3 | 1,000 00 | 55 00 | 1,055 00 | 156 | 92 00 |
| 13 | 22 | New Salem, . | 6 60.3 | 1,100 00 | 29 16 | 1,129 16 | 171 | 52 50 |
| 23 | 23 | Coleraine, . . | 6 02.4 | 2,000 00 | - | - | 332 | 80 00 |
| 26 | 24 | Buckland, . . | 5 20.1 | 2,000 00 | 121 90 | 2,121 90 | 408 | 36 00 |
| 22 | 25 | Leyden, . . . | 5 00 | 600 00 | - | - | 120 | 75 00 |
| 25 | 26 | Monroe, . . . | 4 90.2 | 250 00 | - | - | 51 | - |

HAMPDEN COUNTY.

| | | | | | | | | |
|----|----|------------------|-----------|--------------|----------|-----------|-------|---------|
| 1 | 1 | SPRINGFIELD, . | \$23 64.2 | \$104,000 00 | - | - | 4,399 | - |
| 2 | 2 | Westfield, . . | 16 66.7 | 21,000 00 | \$900 00 | 21,900 00 | 1,314 | - |
| 4 | 3 | W. Springf'ld, . | 14 11.6 | 8,600 00 | 349 34 | 8,949 34 | 634 | - |
| 3 | 4 | Longmeadow, . | 12 55.3 | 3,200 00 | 139 02 | 3,339 02 | 266 | - |
| 6 | 5 | Chicopee, . . . | 12 04.7 | 24,625 00 | - | - | 2,044 | - |
| 11 | 6 | Chester, . . . | 10 79.8 | 2,300 00 | - | - | 213 | - |
| 8 | 7 | Holyoke, . . . | 10 07.8 | 25,350 00 | 499 82 | 25,849 82 | 2,565 | - |
| 5 | 8 | Montgomery, . | 9 29.5 | 500 00 | 48 42 | 548 42 | 59 | \$72 00 |
| 7 | 9 | Monson, . . . | 9 22.6 | 4,800 00 | 320 19 | 5,120 19 | 555 | - |
| 9 | 10 | Wilbraham, . . | 8 58 | 3,200 00 | 215 02 | 3,415 02 | 398 | - |
| 12 | 11 | Brimfield, . . | 7 93.6 | 2,000 00 | - | - | 252 | - |
| 14 | 12 | Ludlow, | 7 80.5 | 1,600 00 | - | - | 205 | - |
| 19 | 13 | Russell, . . . | 7 55.8 | 850 00 | 57 00 | 907 00 | 120 | - |
| 18 | 14 | Agawam, . . . | 7 53.8 | 3,000 00 | - | - | 398 | 32 00 |
| 15 | 15 | Holland, . . . | 7 38.1 | 500 00 | 53 62 | 553 62 | 75 | - |
| 10 | 16 | Southwick, . . | 7 23.4 | 1,500 00 | 142 15 | 1,642 15 | 227 | 126 00 |

HAMPDEN COUNTY—CONCLUDED.

| For 1872-73. | For 1873-74. | TOWNS. | Sum appropriated by towns for each child between 5 and 15 yrs. of age. | Amount raised by taxes for the support of Schools. | Income of Funds, with Dog Tax, appropriated to Schools. | TOTAL. | No. of Children between 5 and 15 years of age. | Amount contributed for board and fuel. |
|--------------|--------------|--------------|--|--|---|------------|--|--|
| 20 | 17 | Granville, . | \$6 67.2 | \$2,000 00 | \$135 00 | \$2,135 00 | 320 | \$100 00 |
| 16 | 18 | Wales, . | 6 63.1 | 800 00 | 115 06 | 915 06 | 138 | — |
| 13 | 19 | Palmer, . | 6 36.1 | 5,000 00 | 368 69 | 5,368 69 | 844 | — |
| 17 | 20 | Blandford, . | 5 94.2 | 1,200 00 | 119 22 | 1,319 22 | 222 | — |
| 21 | 21 | Tolland, . | 5 32.7 | 500 00 | 54 00 | 554 00 | 104 | 274 00 |

HAMPSHIRE COUNTY.

| | | | | | | | | |
|----|----|-----------------|-----------|-------------|----------|-----------|-------|---------|
| 1 | 1 | AMHERST, . | \$14 83.8 | \$10,400 00 | \$149 62 | 10,549 62 | 711 | — |
| 2 | 2 | So. Hadley, . | 14 03.3 | 7,500 00 | 50 00 | 7,550 00 | 538 | \$40 00 |
| 3 | 3 | Northampton, . | 12 98.8 | 28,457 00 | — | — | 2,191 | — |
| 6 | 4 | Belchertown, . | 11 97.5 | 5,000 00 | 245 00 | 5,245 00 | 438 | — |
| 12 | 5 | Huntington, . | 11 82.8 | 2,000 00 | 57 00 | 2,057 00 | 174 | 30 00 |
| 7 | 6 | Westhampton, . | 11 41.2 | 1,500 00 | 40 60 | 1,540 60 | 135 | 54 00 |
| 5 | 7 | Plainfield, . | 10 93.9 | 800 00 | 20 48 | 820 48 | 75 | — |
| 10 | 8 | Southampton, . | 10 24.9 | 1,850 00 | 210 06 | 2,060 06 | 201 | — |
| 8 | 9 | Hatfield, . | 10 00 | 3,000 00 | — | — | 300 | — |
| 4 | 10 | Granby, . | 9 59.2 | 1,350 00 | 59 97 | 1,409 97 | 147 | — |
| 18 | 11 | Easthampton, . | 9 52.4 | 6,450 00 | 226 29 | 6,676 29 | 701 | — |
| 9 | 12 | Greenwich, . | 9 43.4 | 1,000 00 | — | — | 106 | — |
| 11 | 13 | Prescott, . | 8 85.4 | 850 00 | — | — | 96 | — |
| 15 | 14 | Pelham, . | 8 54.7 | 1,000 00 | — | — | 117 | — |
| 13 | 15 | Enfield, . | 7 89.5 | 1,500 00 | — | — | 190 | 41 50 |
| 20 | 16 | Middlefield, . | 7 74.8 | 1,050 00 | 120 00 | 1,170 00 | 151 | — |
| 19 | 17 | Ware, . | 7 73.4 | 7,500 00 | 264 92 | 7,764 92 | 1,004 | — |
| 16 | 18 | Hadley, . | 7 29.2 | 3,500 00 | — | — | 480 | — |
| 23 | 19 | Worthington, . | 7 23.5 | 800 00 | 321 42 | 1,121 42 | 155 | 825 00 |
| 22 | 20 | Cummington, . | 7 16.9 | 1,300 00 | 40 67 | 1,340 67 | 187 | 490 00 |
| 14 | 21 | Chesterfield, . | 6 84.9 | 1,000 00 | — | — | 146 | 542 00 |
| 17 | 22 | Goshen, . | 6 41 | 500 00 | — | — | 78 | 204 75 |
| 21 | 23 | Williamsburg, . | 5 88.8 | 3,000 00 | 103 00 | 3,103 00 | 527 | — |

MIDDLESEX COUNTY.

| | | | | | | | | |
|----|---|---------------|---------|-------------|----------|-----------|-------|---|
| 3 | 1 | ARLINGTON, . | \$29 84 | \$16,680 72 | — | — | 559 | — |
| 2 | 2 | Watertown, . | 26 25.3 | 22,000 00 | — | — | 838 | — |
| 5 | 2 | Lexington, . | 24 48.4 | 9,500 00 | — | — | 388 | — |
| 13 | 4 | Winchester, . | 23 62.2 | 12,000 00 | — | — | 508 | — |
| 1 | 5 | Newton, . | 23 52.5 | 64,927 73 | \$472 77 | 65,400 50 | 2,780 | — |
| 4 | 6 | Melrose, . | 22 00.3 | 14,500 00 | — | — | 659 | — |
| 7 | 7 | Medford, . | 21 38.3 | 24,932 79 | — | — | 1,166 | — |
| 15 | 8 | Lowell, . | 19 83.4 | 133,440 00 | — | — | 6,728 | — |

SCHOOL RETURNS.

LXXV

MIDDLESEX COUNTY—CONCLUDED.

| For 1872-73. | For 1873-74. | TOWNS. | Sum appropriated by towns for each child between 5 and 15 yrs. of age. | Amount raised by taxes for the support of Schools. | Income of Funds, with Dog Tax, appropriated to Schools. | TOTAL. | No. of Children between 5 and 15 years of age. | Amount contributed for board and fuel. |
|--------------|--------------|----------------|--|--|---|-----------|--|--|
| 6 | 9 | Belmont, . | \$19 04.7 | \$6,800 00 | - | - | 357 | \$100 00 |
| 8 | 10 | Weston, . | 18 73.5 | 3,466 00 | - | - | 185 | - |
| 11 | 11 | Cambridge, . | 18 57 | 156,597 40 | - | - | 8,433 | - |
| 9 | 12 | Waltham, . | 18 13.3 | 27,599 13 | - | - | 1,522 | - |
| 12 | 13 | Somerville, . | 17 44.4 | 58,472 00 | - | - | 3,352 | - |
| 16 | 14 | Malden, . | 17 32.4 | 29,000 00 | - | - | 1,674 | - |
| 17 | 15 | Everett, . | 17 02.1 | 10,000 00 | \$246 84 | 10,246 84 | 602 | - |
| 20 | 16 | Framingham, . | 16 36.3 | 13,000 00 | 253 92 | 13,253 92 | 810 | - |
| 19 | 17 | Stoneham, . | 16 31.1 | 13,500 00 | 462 06 | 13,962 06 | 856 | - |
| 21 | 18 | Lincoln, . | 16 05.8 | 2,200 00 | - | - | 137 | - |
| 18 | 19 | Reading, . | 15 39.8 | 8,500 00 | - | - | 552 | - |
| 23 | 20 | Concord, . | 13 88.9 | 6,000 00 | - | - | 432 | 13 00 |
| 24 | 21 | Ashland, . | 13 81.9 | 3,900 00 | 1,600 00 | 5,500 00 | 398 | - |
| 31 | 22 | Sudbury, . | 12 38.6 | 2,550 00 | 175 00 | 2,725 00 | 220 | - |
| 34 | 23 | Boxborough, . | 12 37.4 | 804 29 | - | - | 65 | - |
| 49 | 24 | Dunstable, . | 12 32.8 | 900 00 | - | - | 73 | - |
| 22 | 25 | Sherborn, . | 11 93 9 | 2,000 00 | 113 22 | 2,113 22 | 177 | - |
| 28 | 26 | Wakefield, . | 11 78.1 | 12,500 00 | - | - | 1,061 | - |
| 26 | 27 | Carlisle, . | 11 74.4 | 950 00 | 95 28 | 1,045 28 | 89 | - |
| 29 | 28 | Tewksbury, . | 11 71.9 | 2,200 00 | 155 55 | 2,355 55 | 201 | - |
| 30 | 29 | Woburn, . | 11 28 2 | 24,549 38 | - | - | 2,176 | - |
| 32 | 30 | Dracut, . | 10 93.7 | 3,500 00 | - | - | 320 | - |
| 41 | 31 | Groton, . | 10 75.3 | 4,000 00 | - | - | 372 | - |
| 44 | 32 | Bedford, . | 10 34.4 | 1,600 00 | 96 39 | 1,696 39 | 164 | - |
| 39 | 33 | Wilmington, . | 10 13.2 | 1,530 00 | - | - | 151 | - |
| 38 | 34 | Tyngsboro', . | 10 09.3 | 1,050 00 | 30 00 | 1,080 00 | 107 | - |
| 33 | 35 | Wayland, . | 10 06.1 | 2,300 00 | 175 00 | 2,475 00 | 246 | - |
| 45 | 36 | Shirley, . | 10 03.7 | 2,500 00 | 119 78 | 2,619 78 | 261 | 105 00 |
| 36 | 37 | Littleton, . | 10 00.3 | 2,000 00 | 200 65 | 2,200 65 | 220 | - |
| 37 | 38 | Stow, . | 9 96.3 | 1,900 00 | 82 62 | 1,982 62 | 199 | - |
| 35 | 39 | Natick, . | 9 95 | 14,000 00 | - | - | 1,407 | - |
| 48 | 40 | Chelmsford, . | 9 93.4 | 4,500 00 | - | - | 453 | - |
| 40 | 41 | Ashby, . | 9 68.4 | 1,500 00 | 78 54 | 1,578 54 | 163 | - |
| 43 | 42 | Marlborough, . | 9 49.4 | 21,000 00 | - | - | 2,212 | - |
| 52 | 43 | Hopkinton, . | 9 40.7 | 10,000 00 | - | - | 1,063 | - |
| 51 | 44 | Townsend, . | 9 17.1 | 3,375 00 | - | - | 368 | - |
| 56 | 45 | Maynard, . | 9 11.4 | 3,500 00 | - | - | 384 | - |
| 54 | 46 | Billerica, . | 9 02.1 | 3,500 00 | - | - | 388 | - |
| 47 | 47 | Holliston, . | 9 00 6 | 5,800 00 | - | - | 644 | - |
| 50 | 48 | Acton, . | 8 90.8 | 2,500 00 | 92 31 | 2,592 31 | 291 | - |
| 27 | 49 | Burlington, . | 8 74.6 | 900 00 | 88 32 | 988 32 | 113 | - |
| 25 | 50 | Westford, . | 8 67.8 | 2,600 00 | 142 29 | 2,742 29 | 316 | - |
| 42 | 51 | No. Reading, . | 8 28.7 | 1,500 00 | - | - | 181 | 500 00 |
| 46 | 52 | Ayer, . | 8 10 8 | 3,000 00 | - | - | 370 | - |
| 55 | 53 | Hudson, . | 8 00.4 | 6,500 00 | 200 00 | 6,700 00 | 837 | - |
| 53 | 54 | Pepperell, . | 7 98.7 | 2,500 00 | - | - | 313 | - |

NANTUCKET COUNTY.

| For 1872-73. | For 1873-74. | TOWNS. | Sum appropriated by towns for each child between 5 and 15 yrs. of age. | Amount raised by taxes for the support of Schools. | Income of Funds, with Dog Tax, appropriated to Schools. | TOTAL. | No. of Children between 5 and 15 years of age. | Amount contributed for board and fuel. |
|--------------|--------------|--------------|--|--|---|--------|--|--|
| | | NANTUCKET, . | \$9 63.3 | \$6,300 00 | - | - | 654 | - |

NORFOLK COUNTY.

| | | | | | | | | |
|----|----|---------------|-----------|-------------|----------|------------|-------|---------|
| 1 | 1 | BROOKLINE, . | \$36 58.3 | \$43,900 00 | - | - | 1,200 | - |
| 2 | 2 | Milton, . | 25 00 | 12,000 00 | - | - | 480 | - |
| 5 | 3 | Walpole, . | 23 65.7 | 7,000 00 | \$215 46 | \$7,215 46 | 305 | - |
| 4 | 4 | Hyde Park, . | 22 20.5 | 29,000 00 | - | - | 1,306 | - |
| 11 | 5 | Holbrook, . | 18 40.9 | 5,000 00 | 136 08 | 5,136 08 | 279 | - |
| 7 | 6 | Medfield, . | 16 91.5 | 2,500 00 | 121 91 | 2,621 91 | 155 | \$40 00 |
| 6 | 7 | Dedham, . | 16 61.5 | 18,250 00 | - | - | 1,099 | - |
| 8 | 8 | Norwood, . | 16 58.2 | 6,500 00 | - | - | 392 | - |
| 16 | 9 | Braintree, . | 15 55.4 | 7,500 00 | 401 63 | 7,901 63 | 508 | - |
| 9 | 10 | Quincy, . | 15 43.2 | 25,000 00 | - | - | 1,620 | - |
| 10 | 11 | Needham, . | 13 63.2 | 11,000 00 | 410 55 | 11,410 55 | 837 | - |
| 22 | 12 | Dover, . | 13 01.4 | 1,300 00 | 92 48 | 1,392 48 | 107 | - |
| 15 | 13 | Wrentham, . | 12 94.4 | 5,000 00 | 281 24 | 5,281 24 | 408 | 30 00 |
| 18 | 14 | Cohasset, . | 11 14.3 | 4,700 00 | 136 08 | 4,836 08 | 434 | - |
| 14 | 15 | Foxborough, . | 11 06.8 | 5,700 00 | - | - | 515 | - |
| 12 | 16 | Canton, . | 11 06.4 | 10,500 00 | - | - | 949 | - |
| 20 | 17 | Stoughton, . | 10 93.3 | 11,000 00 | 523 73 | 11,523 73 | 1,054 | - |
| 13 | 18 | Weymouth, . | 10 80.4 | 21,500 00 | - | - | 1,990 | - |
| 19 | 19 | Medway, . | 10 66.7 | 7,000 00 | 360 62 | 7,360 62 | 690 | - |
| 17 | 20 | Bellingham, . | 10 58.2 | 2,000 00 | 254 09 | 2,254 09 | 213 | - |
| 21 | 21 | Franklin, . | 10 48.9 | 6,000 00 | - | - | 572 | - |
| 23 | 22 | Norfolk, . | 8 73.1 | 1,600 00 | 128 71 | 1,728 71 | 198 | - |
| 24 | 23 | Randolph, . | 8 35.5 | 7,900 00 | 313 44 | 8,213 44 | 983 | - |
| 25 | 24 | Sharon, . | 8 04 | 1,800 00 | 523 73 | 2,323 73 | 289 | - |

PLYMOUTH COUNTY.

| | | | | | | | | |
|----|----|-------------------|---------|-------------|----------|-----------|-------|----------|
| 1 | 1 | MINGHAM, . | \$19 48 | \$15,000 00 | - | - | 770 | \$100 00 |
| 2 | 2 | Plymouth, . | 13 84.9 | 15,500 00 | \$329 22 | 15,829 22 | 1,143 | - |
| 10 | 3 | So. Scituate, . | 12 98.7 | 4,000 00 | - | - | 308 | - |
| 3 | 4 | Kingston, . | 12 64.8 | 3,250 00 | 114 38 | 3,364 38 | 266 | 37 10 |
| 4 | 5 | Bridgewater, . | 12 44 | 8,300 00 | 196 00 | 8,496 00 | 683 | - |
| 6 | 6 | Halifax, . | 11 76.5 | 1,000 00 | - | - | 85 | - |
| 5 | 7 | E. Bridgewater, . | 11 05.6 | 6,700 00 | - | - | 606 | - |
| 17 | 8 | Marshfield, . | 9 96.4 | 2,800 00 | - | - | 281 | - |
| 11 | 9 | N. Bridgewater, . | 9 96.2 | 3,000 00 | 396 .99 | 3,396 99 | 341 | 20 00 |
| 15 | 10 | Hanover, . | 9 92.7 | 3,000 00 | 147 00 | 3,147 00 | 317 | - |
| 8 | 11 | Hull, . | 9 61.5 | 500 00 | - | - | 52 | - |

SCHOOL RETURNS.

Lxxvii

PLYMOUTH COUNTY—CONCLUDED.

| For 1872-73. | For 1873-74. | TOWNS. | Sum appropriated by towns for each child between 5 and 15 yrs. of age. | Amount raised by taxes for the support of Schools. [§] | Income of Funds, with Dog Tax, appropriated to Schools. [§] | TOTAL. | No. of Children between 5 and 15 years of age. | Amount contributed for board and fuel. |
|--------------|--------------|-----------------|--|---|--|-----------|--|--|
| 7 | 12 | N. Bridgewater, | \$9 44.4 | \$17,500 00 | \$589 00 | 18,089 00 | 1,820 | - |
| 16 | 13 | Wareham, . | 9 39.1 | 5,000 00 | 550 00 | 5,550 00 | 591 | - |
| 13 | 14 | Lakeville, . | 9 32.6 | 1,800 00 | - | - | 193 | - |
| 23 | 15 | Pembroke, . | 8 97.9 | 2,000 00 | 200 00 | 2,200 00 | 245 | - |
| 12 | 16 | Rochester, . | 8 69.2 | 1,500 00 | 81 97 | 1,581 97 | 182 | \$24 00 |
| 14 | 17 | Abington, . | 8 54.9 | 18,000 00 | 749 35 | 18,749 35 | 2,193 | - |
| 9 | 18 | Carver, . | 8 33 | 1,600 00 | 107 56 | 1,707 56 | 205 | - |
| 20 | 19 | Duxbury, . | 8 05.1 | 3,000 00 | 212 48 | 3,212 48 | 399 | - |
| 18 | 20 | Scituate, . | 7 74.6 | 3,850 00 | - | - | 497 | - |
| 22 | 21 | Plympton, . | 7 65.3 | 1,000 00 | 125 00 | 1,125 00 | 147 | - |
| 25 | 22 | Mattapoisett, . | 7 42.5 | 1,800 00 | 33 94 | 1,833 94 | 247 | - |
| 21 | 23 | Hanson, . | 7 24.3 | 1,500 00 | 93 58 | 1,593 58 | 220 | - |
| 19 | 24 | Middleboro', . | 6 54.3 | 6,000 00 | - | - | 917 | - |
| 24 | 25 | Marion, . | 6 38.7 | 1,168 80 | - | - | 183 | - |

SUFFOLK COUNTY.

| | | | | | | | | |
|---|---|-------------|-----------|--------------|----------|----------------|--------|---|
| 1 | 1 | BOSTON, . | \$23 31.7 | 1,339,100 00 | 9,306 78 | \$1,348,406 78 | 57,830 | - |
| 3 | 2 | Chelsea, . | 19 35.3 | 59,550 14 | - | - | 3,077 | - |
| 4 | 3 | Winthrop, . | 16 28 | 1,400 00 | - | - | 86 | - |
| 2 | 4 | Revere, . | 12 82 | 3,500 00 | - | - | 273 | - |

WORCESTER COUNTY.

| | | | | | | | | |
|----|----|-----------------|---------|--------------|---------|------------|-------|----------|
| 3 | 1 | WORCESTER, . | \$17 58 | \$135,026 72 | - | - | 7,681 | - |
| 2 | 2 | Lancaster, . | 16 12.9 | 4,500 00 | - | - | 379 | - |
| 20 | 3 | Princeton, . | 13 69.9 | 2,300 00 | \$97 32 | \$2,397 32 | 175 | - |
| 6 | 4 | N. Braintree, . | 13 57.3 | 1,642 40 | - | - | 121 | - |
| 1 | 5 | Lunenburg, . | 13 42.3 | 2,000 00 | - | - | 149 | \$216 00 |
| 4 | 6 | Fitchburg, . | 12 86.9 | 28,132 57 | - | - | 2,186 | - |
| 10 | 7 | Northboro', . | 12 34.5 | 3,000 00 | - | - | 243 | - |
| 7 | 8 | Barre, . | 12 16.2 | 4,800 00 | 284 00 | 5,084 00 | 418 | - |
| 8 | 9 | Southboro', . | 12 06.9 | 4,500 00 | 98 36 | 4,598 36 | 381 | - |
| 9 | 10 | Upton, . | 11 94 | 4,000 00 | - | - | 335 | - |
| 16 | 11 | Leicester, . | 11 34 | 5,500 00 | - | - | 485 | - |
| 23 | 12 | Brookfield, . | 11 24.2 | 4,700 00 | 763 44 | 5,463 44 | 486 | 132 75 |
| 19 | 13 | Leominster, . | 11 14.3 | 7,800 00 | - | - | 700 | - |
| 27 | 14 | Westboro', . | 10 84.2 | 7,275 00 | - | - | 671 | - |
| 11 | 15 | Petersham, . | 10 70.3 | 2,000 00 | 97 84 | 2,097 84 | 196 | - |
| 15 | 16 | Sterling, . | 10 70.2 | 3,000 00 | 103 59 | 3,103 59 | 290 | - |
| 30 | 17 | Rutland, . | 10 58.6 | 2,223 00 | - | - | 210 | - |
| 22 | 18 | Boylston, . | 10 48.7 | 1,425 00 | 169 12 | 1,594 12 | 152 | - |
| 44 | 19 | Spencer, . | 10 42 | 9,221 00 | - | - | 885 | 300 00 |

WORCESTER COUNTY—CONCLUDED.

| For 1872-73. | For 1873-74. | TOWNS. | Sum appropriated by towns for each child between 5 and 15 yrs. of age. | Amount raised by taxes for the support of Schools. | Income of Funds, with Dog Tax, appropriated to Schools. | TOTAL. | No. of Children between 5 and 15 years of age. | Amount contributed for board and fuel. |
|--------------|--------------|------------------|--|--|---|------------|--|--|
| 28 | 20 | Athol, . | \$10 41.8 | \$6,000 00 | \$303 27 | \$6,303 27 | 605 | - |
| 26 | 21 | Uxbridge, . | 10 31.5 | 5,500 00 | 513 49 | 6,013 49 | 583 | \$35 00 |
| 32 | 22 | Templeton, . | 10 30 | 5,000 00 | 160 08 | 5,160 08 | 501 | - |
| 24 | 23 | Clinton, . | 10 29.8 | 11,482 01 | - | - | 1,115 | - |
| 21 | 24 | Harvard, . | 10 16.9 | 2,400 00 | - | - | 236 | 66 00 |
| 13 | 25 | Shrewsbury, . | 10 14.5 | 2,800 00 | - | - | 276 | - |
| 18 | 26 | Paxton, . | 10 00 | 1,200 00 | - | - | 120 | - |
| 17 | 27 | Westminster, . | 9 93.6 | 3,000 00 | 100 00 | 3,100 00 | 312 | 116 00 |
| 5 | 28 | Warren, . | 9 69.8 | 4,500 00 | - | - | 464 | - |
| 38 | 29 | Oxford, . | 9 31.1 | 5,000 00 | - | - | 537 | - |
| 12 | 30 | Charlton, . | 9 16.7 | 3,300 00 | - | - | 360 | - |
| 35 | 31 | Bolton, . | 9 04 | 1,600 00 | - | - | 177 | - |
| 29 | 32 | Sturbridge, . | 8 97.4 | 3,500 00 | - | - | 390 | - |
| 31 | 33 | Hubbardston, . | 8 74.1 | 2,500 00 | - | - | 286 | 40 00 |
| 37 | 34 | Millbury, . | 8 71 | 7,700 00 | - | - | 884 | - |
| 36 | 35 | Northbridge, . | 8 67.7 | 6,250 00 | 274 94 | 6,524 94 | 752 | - |
| 47 | 36 | Winchendon, . | 8 65.1 | 5,614 45 | - | - | 649 | - |
| 39 | 37 | Dudley, . | 8 58.3 | 5,000 00 | 166 90 | 5,166 90 | 602 | - |
| 53 | 38 | N. Brookfield, . | 8 41.5 | 6,000 00 | 361 56 | 6,361 56 | 756 | - |
| 25 | 39 | Dana, . | 8 33.5 | 1,000 00 | 50 25 | 1,050 25 | 126 | - |
| 34 | 40 | Mendon, . | 8 08.5 | 1,700 00 | 232 32 | 1,932 32 | 239 | - |
| 49 | 41 | Southbridge, . | 7 94.9 | 8,450 00 | - | - | 1,063 | - |
| 33 | 42 | Ashburnham, . | 7 90 | 3,500 00 | 134 00 | 3,634 00 | 460 | - |
| 41 | 43 | Grafton, . | 7 82.1 | 7,000 00 | - | - | 895 | - |
| 46 | 44 | Phillipston, . | 7 81.2 | 1,000 00 | - | - | 128 | - |
| 50 | 45 | W. Brookfield, . | 7 81.2 | 3,000 00 | - | - | 384 | - |
| 43 | 46 | Gardner, . | 7 76.4 | 5,000 00 | 311 00 | 5,311 00 | 684 | - |
| 40 | 47 | Oakham, . | 7 71.9 | 1,200 00 | 127 66 | 1,327 66 | 172 | 20 00 |
| 48 | 48 | Webster, . | 7 53.1 | 7,100 00 | 122 43 | 7,222 43 | 959 | - |
| 14 | 49 | Douglas, . | 7 46.6 | 3,000 00 | 165 53 | 3,165 53 | 424 | - |
| 45 | 50 | Holden, . | 7 41.9 | 2,950 00 | 225 50 | 3,175 50 | 428 | - |
| 42 | 51 | Milford, . | 7 27.8 | 18,000 00 | - | - | 2,473 | - |
| 58 | 52 | Sutton, . | 7 03.1 | 4,000 00 | 176 42 | 4,176 42 | 594 | 16 00 |
| 52 | 53 | Blackstone, . | 6 60.3 | 7,288 00 | 299 27 | 7,587 27 | 1,149 | - |
| 51 | 54 | Auburn, . | 6 38.3 | 1,500 00 | - | - | 235 | - |
| 54 | 55 | Hardwick, . | 6 11.2 | 2,500 00 | - | - | 409 | - |
| 55 | 56 | W. Boylston, . | 5 76.5 | 3,300 00 | 262 65 | 3,562 65 | 618 | - |
| 56 | 57 | Royalston, . | 5 67.3 | 1,000 00 | 253 75 | 1,253 75 | 221 | - |
| 57 | 58 | Berlin, . | 5 34.7 | 1,000 00 | - | - | 187 | - |

GRADUATED TABLE—FIRST SERIES.

Showing the Comparative Amount of Money appropriated by the different Counties in the State for the Education of each Child between the ages of 5 and 15 years in the County.

| | | C O U N T I E S. | | Sum appropriated by Counties for each Child between 5 and 15 years of age. | Amount raised by taxes for the support of Schools. | Income of Funds, with Dog Tax, appropriated to Schools. | TOTAL. | No. of Children between 5 and 15 years of age. | Amount contributed for board and fuel. |
|--------------------------|--------------|------------------|---|--|--|---|----------------|--|--|
| For 1872-73. | For 1873-74. | | | | | | | | |
| 1 | 1 | SUFFOLK, | . | \$23 06.1 | \$1,403,550 14 | \$9,306 78 | \$1,412,856 92 | 61,266 | \$700 00 |
| 2 | 2 | Middlesex, | . | 16 38.6 | 790,524 44 | 4,880 54 | 795,404 98 | 48,542 | 718 00 |
| 3 | 3 | Norfolk, | . | 15 31.4 | 253,650 00 | 3,774 42 | 257,424 42 | 16,809 | 70 00 |
| 4 | 4 | Hampden, | . | 14 33.3 | 216,525 00 | 3,516 55 | 220,041 55 | 15,352 | 604 00 |
| 5 | 5 | Essex, | . | 11 87.6 | 486,105 82 | 8,598 40 | 494,704 22 | 41,655 | 525 00 |
| 6 | 6 | Bristol, | . | 11 05.4 | 234,393 90 | 2,351 63 | 236,945 53 | 21,435 | 15 00 |
| 7 | 7 | Worcester, | . | 10 95.4 | 404,880 15 | 5,854 69 | 410,734 84 | 37,496 | 941 75 |
| 8 | 8 | Hampshire, | . | 10 53.5 | 91,307 00 | 1,909 03 | 93,216 03 | 8,848 | 2,227 25 |
| 9 | 9 | Plymouth, | . | 10 29.3 | 128,768 80 | 3,926 47 | 132,695 27 | 12,891 | 181 10 |
| 10 | 10 | Nantucket, | . | 9 63.3 | 6,300 00 | — | — | 654 | — |
| 11 | 11 | Franklin, | . | 9 33.6 | 57,973 26 | 817 52 | 58,790 78 | 6,297 | 2,339 50 |
| 12 | 12 | Barnstable, | . | 9 32.7 | 60,150 00 | 671 00 | 60,821 00 | 6,521 | 630 00 |
| 13 | 13 | Berkshire, | . | 8 22.6 | 112,807 66 | 1,709 09 | 114,516 75 | 13,921 | 2,210 50 |
| 14 | 14 | Dukes, | . | 7 65.1 | 6,075 00 | — | — | 794 | — |
| AGGREGATE FOR THE STATE. | | | | | | | | | |
| STATE, | . | . | . | \$14 70.3 | \$4,253,211 17 | \$47,316 12 | \$4,300,527 29 | 292,481 | \$11,162 10 |

GRADUATED TABLES—FIRST SERIES.

Showing the comparative amount of Money, including Voluntary Contributions, appropriated by the different Counties in the State, for the education of each Child between the ages of 5 and 15 years in the County.

| For 1872-73. | For 1873-74. | COUNTIES. | TOTALS. |
|------------------------------------|--------------|-----------------------|-----------|
| 1 | 1 | SUFFOLK, | \$23 07.2 |
| 2 | 2 | Middlesex, | 16 40.1 |
| 3 | 3 | Norfolk, | 15 31.9 |
| 4 | 4 | Hampden, | 14 37.2 |
| 5 | 5 | Essex, | 11 8 |
| 6 | 6 | Bristol, | 11 05.4 |
| 9 | 7 | Worcester, | 10 98 |
| 8 | 8 | Hampshire, | 10 78.7 |
| 10 | 9 | Plymouth, | 10 30.8 |
| 11 | 10 | Franklin, | 9 70.8 |
| 7 | 11 | Nantucket, | 9 63.3 |
| 12 | 12 | Barnstable, | 9 42.4 |
| 13 | 13 | Berkshire, | 8 38.5 |
| 14 | 14 | Dukes, | 7 67 |
| Aggregate for the State, | | | \$14 74.2 |

GRADUATED TABLES—SECOND SERIES.

The next Table exhibits the appropriation of the cities and towns, as compared with their respective valuations in 1872.

The first column shows the rank of the cities and towns in a similar Table for 1872-73, according to their valuation in 1872.

The second column indicates, in numerical order, the precedence of the cities and towns in respect to the liberality of their appropriations for 1873-74, according to their valuation in 1872.

The third consists of the names of the cities and towns, as numerically arranged.

The fourth shows the percentage of taxable property appropriated to the support of the Public Schools. The result is equivalent in value to mills and hundredths of mills. The decimals are carried to three figures in order to indicate more perfectly the distinction between the different towns. The first figure (mills) expresses the principal value, and is separated from the last two figures by a point.

The appropriations for schools are not given in the following Table, as they may be found by referring to the previous Tables, also in the Abstract of School Returns, commencing on page ii. These appropriations include the sum raised by taxes, the income of the surplus revenue, and of such other funds as the towns may appropriate at their option, either to support Common Schools, or to pay ordinary municipal expenses. The income of other local funds, and the voluntary contributions are not included in the estimate. The appropriations are reckoned the same as in the first series of tables, and for the same reasons.

The amount of taxable property, in each city and town, according to the last State Valuation, is also omitted, as it is already given in the foregoing Abstract of School Returns.

If the rank assigned to towns in the next Tables is compared with the rank of the same town in the former series, it will be seen that they hold, in many instances, a very different place in the scale.

GRADUATED TABLES—SECOND SERIES.

[FOR THE STATE.]

A Graduated Table, in which all the Towns in the State are numerically arranged, according to the percentage of their taxable property, appropriated to the support of Public Schools, for the year 1873-74.

| For 1872-73, according to Valuation of 1872. | For 1873-74, according to Valuation of 1872. | TOWNS. | Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills. | For 1872-73, according to Valuation of 1872. | For 1873-74, according to Valuation of 1872. | TOWNS. | Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills. |
|--|--|-------------------|---|--|--|-----------------|---|
| 1 | 1 | GAY HEAD, . . . | \$.008-17 | 26 | 34 | Ashland, . . . | \$.004-78 |
| 2 | 2 | Marlborough, . . | 7-78 | 19 | 35 | Natick, . . . | 4-77 |
| 3 | 3 | Truro, . . . | 6-75 | 41 | 36 | Wareham, . . | 4-77 |
| 4 | 4 | Stoneham, . . . | 6-63 | 12 | 37 | Upton, . . . | 4-76 |
| 8 | 5 | Sandwich, . . . | 6-39 | 50 | 38 | Stoughton, . . | 4-73 |
| 5 | 6 | Hawley, . . . | 6-13 | 44 | 39 | Haverhill, . . | 4-70 |
| 10 | 7 | Hyde Park, . . . | 5-92 | 28 | 40 | Harwich, . . . | 4-67 |
| 6 | 8 | Wellfleet, . . . | 5-91 | 25 | 41 | Warwick, . . . | 4-65 |
| 9 | 9 | Chicopee, . . . | 5-62 | 30 | 42 | Belchertown, . | 4-63 |
| 15 | 10 | Melrose, . . . | 5-52 | 73 | 43 | Chester, . . . | 4-63 |
| 11 | 11 | Norwood, . . . | 5-47 | 40 | 44 | Hingham, . . . | 4-62 |
| 13 | 12 | Bradford, . . . | 5-44 | 59 | 45 | Marblehead, . | 4-57 |
| 7 | 13 | Rowe, . . . | 5-42 | 52 | 46 | Malden, . . . | 4-55 |
| 27 | 14 | Georgetown, . . | 5-40 | 124 | 47 | Wrentham, . . | 4-53 |
| 24 | 15 | E. Bridgew'r, . . | 5-38 | 56 | 48 | Brookfield, . . | 4-51 |
| 36 | 16 | Walpole, . . . | 5-34 | 206 | 49 | Mashpee, . . . | 4-50 |
| 49 | 17 | Erving, . . . | 5-20 | 53 | 50 | Watertown, . . | 4-48 |
| 21 | 18 | Dudley, . . . | 5-18 | 172 | 51 | Spencer, . . . | 4-47 |
| 43 | 19 | Hudson, . . . | 5-17 | 37 | 52 | Abington, . . . | 4-44 |
| 23 | 20 | *N. Bridgew'r, . | 5-14 | 83 | 53 | Granville, . . | 4-44 |
| 33 | 21 | Peabody, . . . | 5-14 | 100 | 54 | Templeton, . . | 4-44 |
| 57 | 22 | Somerville, . . . | 5-12 | 78 | 55 | Medway, . . . | 4-42 |
| 29 | 23 | Quincy, . . . | 5-07 | 51 | 56 | Ware, . . . | 4-41 |
| 35 | 24 | Attleborough, . . | 5-02 | 62 | 57 | Townsend, . . | 4-40 |
| 22 | 25 | Reading, . . . | 4-99 | 46 | 58 | Bellingham, . . | 4-37 |
| 14 | 26 | Montague, . . . | 4-96 | 102 | 59 | Deerfield, . . | 4-36 |
| 16 | 27 | Eastham, . . . | 4-91 | 114 | 60 | Mt. Washington, | 4-34 |
| 17 | 28 | Pelham, . . . | 4-91 | 72 | 61 | Rutland, . . . | 4-27 |
| 34 | 29 | Gloucester, . . . | 4-89 | 65 | 62 | Randolph, . . | 4-26 |
| 61 | 30 | Everett, . . . | 4-86 | 188 | 63 | Greenfield, . . | 4-24 |
| 38 | 31 | Hopkinton, . . . | 4-81 | 109 | 64 | Westfield, . . | 4-24 |
| 32 | 32 | Chelsea, . . . | 4-80 | 126 | 65 | Holbrook, . . | 4-22 |
| 77 | 33 | Lowell, . . . | 4-79 | 134 | 66 | Lexington, . . | 4-22 |

* Name changed to Brockton, March 28, 1874.

| For 1872-73, according to Valuation of 1872. | | TOWNS. | Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills. | For 1872-73, according to Valuation of 1872. | | TOWNS. | Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills. |
|--|-----|-------------------|---|--|-----|------------------|---|
| For 1873-74, according to Valuation of 1872. | | | | For 1873-74, according to Valuation of 1872. | | | |
| 68 | 67 | Orleans, . | \$4.004-22 | 113 | 117 | Monson, . | \$4.003-67 |
| 67 | 68 | Danvers, . | 4-21 | 90 | 118 | Paxton, . | 3-67 |
| 181 | 69 | Wakefield, . | 4-21 | 119 | 119 | Westborough, . | 3-67 |
| 87 | 70 | Arlington, . | 4-20 | 93 | 120 | Starbridge, . | 3-66 |
| 54 | 71 | Weymouth, . | 4-16 | 232 | 121 | Huntington, . | 3-65 |
| 198 | 72 | W. Springfield, . | 4-14 | 79 | 122 | Milford, . | 3-65 |
| 161 | 73 | Holyoke, . | 4-13 | 137 | 123 | Southbridge, . | 3-65 |
| 55 | 74 | Plymouth, . | 4-13 | 98 | 124 | Norfolk, . | 3-64 |
| 202 | 75 | Cheshire, . | 4-06 | 103 | 125 | Plympton, . | 3-62 |
| 154 | 76 | Clarksburg, . | 4-04 | 162 | 126 | Worcester, . | 3-62 |
| 97 | 77 | Conway, . | 4-03 | 125 | 127 | Braintree, . | 3-61 |
| 243 | 78 | Mansfield, . | 4-03 | 192 | 128 | W. Brookfield, . | 3-61 |
| 128 | 79 | Saugus, . | 4-03 | 163 | 129 | Ipswich, . | 3-58 |
| 18 | 80 | Shutesbury, . | 4-01 | 105 | 130 | Oakham, . | 3-58 |
| 45 | 81 | Lee, . | 4-00 | 106 | 131 | Bridgewater, . | 3-55 |
| 86 | 82 | W. Bridgew'r, . | 3-99 | 167 | 132 | Northfield, . | 3-55 |
| 112 | 83 | Medford, . | 3-98 | 251 | 133 | Pembroke, . | 3-54 |
| 241 | 84 | South Scituate, . | 3-98 | 94 | 134 | Westminster, . | 3-54 |
| 74 | 85 | Millbury, . | 3-93 | 170 | 135 | W. Newbury, . | 3-54 |
| 60 | 86 | Monroe, . | 3-93 | 199 | 136 | Springfield, . | 3-53 |
| 145 | 87 | N. Brookfield, . | 3-92 | 218 | 137 | Winchester, . | 3-53 |
| 64 | 88 | Charlemont, . | 3-91 | 242 | 138 | Buckland, . | 3-52 |
| 207 | 89 | Prescott, . | 3-91 | 71 | 139 | Heath, . | 3-52 |
| 104 | 90 | Chatham, . | 3-90 | 133 | 140 | Scituate, . | 3-52 |
| 173 | 91 | Newburyport, . | 3-89 | 127 | 141 | Wayland, . | 3-52 |
| 69 | 92 | Sunderland, . | 3-89 | 107 | 142 | Middleton, . | 3-50 |
| 95 | 93 | Northampton, . | 3-87 | 142 | 143 | Southampton, . | 3-50 |
| 110 | 94 | Wilbraham, . | 3-87 | 184 | 144 | Sutton, . | 3-49 |
| 39 | 95 | Florida, . | 3-86 | 118 | 145 | W. Boylston, . | 3-49 |
| 66 | 96 | Dana, . | 3-85 | 48 | 146 | Montgomery, . | 3-47 |
| 96 | 97 | Foxborough, . | 3-85 | 147 | 147 | Shelburne, . | 3-47 |
| 88 | 98 | South Hadley, . | 3-85 | 151 | 148 | Westhampton, . | 3-47 |
| 63 | 99 | Adams, . | 3-83 | 116 | 149 | Westport, . | 3-47 |
| 150 | 100 | Maynard, . | 3-82 | 42 | 150 | Revere, . | 3-44 |
| 186 | 101 | Oxford, . | 3-82 | 129 | 151 | Waltham, . | 3-44 |
| 108 | 102 | Rehoboth, . | 3-82 | 115 | 152 | Washington, . | 3-44 |
| 85 | 103 | Lynn, . | 3-81 | 132 | 153 | Cambridge, . | 3-43 |
| 121 | 104 | Amesbury, . | 3-80 | 231 | 154 | Cummington, . | 3-43 |
| 76 | 105 | Berkley, . | 3-80 | 143 | 155 | Dennis, . | 3-43 |
| 148 | 106 | Clinton, . | 3-80 | 183 | 156 | Provincetown, . | 3-42 |
| 81 | 107 | Palmer, . | 3-80 | 138 | 157 | Tyngsboro', . | 3-41 |
| 169 | 108 | Franklin, . | 3-79 | 244 | 158 | Dover, . | 3-40 |
| 153 | 109 | Salisbury, . | 3-79 | 149 | 159 | Framingham, . | 3-40 |
| 89 | 110 | Dedham, . | 3-78 | 158 | 160 | Newton, . | 3-40 |
| 82 | 111 | Holland, . | 3-78 | 117 | 161 | Holden, . | 3-39 |
| 31 | 112 | Swansea, . | 3-78 | 164 | 162 | Marshfield, . | 3-38 |
| 120 | 113 | Canton, . | 3-77 | 20 | 163 | Wendell, . | 3-38 |
| 80 | 114 | Needham, . | 3-76 | 175 | 164 | Northbridge, . | 3-37 |
| 84 | 115 | Ashburnham, . | 3-74 | 168 | 165 | Dighton, . | 3-35 |
| 92 | 116 | Grafton, . | 3-68 | 91 | 166 | Phillipston, . | 3-35 |

| For 1872-73, according to Valuation of 1872. | For 1873-74, according to Valuation of 1872. | TOWNS. | Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills. | For 1872-73, according to Valuation of 1872. | For 1873-74, according to Valuation of 1872. | TOWNS. | Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills. |
|--|--|------------------|---|--|--|-------------------|---|
| 131 | 167 | Ayer, . . . | 3-34 | 189 | 217 | Wilmington, . . | 2-98 |
| 136 | 168 | Otis, . . . | 3-34 | 204 | 218 | Winchendon, . . | 2-97 |
| 135 | 169 | Goshen, . . . | 3-31 | 193 | 219 | Halifax, . . . | 2-96 |
| 123 | 170 | Southboro', . . | 3-31 | 195 | 220 | Plainfield, . . . | 2-94 |
| 141 | 171 | Seekonk, . . . | 3-30 | 130 | 221 | Ashby, . . . | 2-93 |
| 146 | 172 | Blackstone, . . | 3-29 | 303 | 222 | Egremont, . . . | 2-92 |
| 144 | 173 | Ludlow, . . . | 3-29 | 239 | 223 | Littleton, . . . | 2-91 |
| 122 | 174 | Orange, . . . | 3-29 | 209 | 224 | Swampscott, . . | 2-90 |
| 156 | 175 | Methuen, . . . | 3-28 | 99 | 225 | Savoy, . . . | 2-87 |
| 248 | 176 | Monterey, . . . | 3-28 | 259 | 226 | Boylston, . . . | 2-86 |
| 174 | 177 | Lawrence, . . . | 3-27 | 203 | 227 | Groveland, . . . | 2-86 |
| 152 | 178 | Greenwich, . . | 3-26 | 210 | 228 | Leverett, . . . | 2-85 |
| 245 | 179 | Webster, . . . | 3-26 | 208 | 229 | Hubbardston, . . | 2-84 |
| 70 | 180 | Becket, . . . | 3-25 | 220 | 230 | Somerset, . . . | 2-84 |
| 58 | 181 | Douglas, . . . | 3-25 | 214 | 231 | Carver, . . . | 2-83 |
| 221 | 182 | Woburn, . . . | 3-25 | 269 | 232 | Shirley, . . . | 2-83 |
| 179 | 183 | Fairhaven, . . . | 3-24 | 176 | 233 | Tisbury, . . . | 2-83 |
| 75 | 184 | Charlton, . . . | 3-23 | 213 | 234 | Auburn, . . . | 2-82 |
| 101 | 185 | New Salem, . . | 3-23 | 216 | 235 | No. Reading, . . | 2-82 |
| 178 | 186 | Uxbridge, . . . | 3-23 | 264 | 236 | Carlisle, . . . | 2-80 |
| 187 | 187 | Peru, . . . | 3-22 | 238 | 237 | Essex, . . . | 2-80 |
| 159 | 188 | Rockport, . . . | 3-20 | 200 | 238 | Andover, . . . | 2-79 |
| 212 | 189 | Russell, . . . | 3-20 | 260 | 239 | Brimfield, . . . | 2-79 |
| 160 | 190 | Williamstown, . | 3-20 | 219 | 240 | Pittsfield, . . . | 2-78 |
| 165 | 191 | Windsor, . . . | 3-18 | 224 | 241 | Sandisfield, . . | 2-78 |
| 211 | 192 | Amherst, . . . | 3-17 | 166 | 242 | N Braintree, . . | 2-77 |
| 197 | 193 | Hanson, . . . | 3-17 | 223 | 243 | Bolton, . . . | 2-76 |
| 140 | 194 | Wenham, . . . | 3-17 | 270 | 244 | Dunstable, . . . | 2-76 |
| 111 | 195 | Barnstable, . . | 3-16 | 290 | 245 | Edgartown, . . . | 2-76 |
| 171 | 196 | Lakeville, . . . | 3-14 | 250 | 246 | Longmeadow, . . | 2-76 |
| 273 | 197 | Lincoln, . . . | 3-14 | 237 | 247 | Middlefield, . . | 2-75 |
| 240 | 198 | Rowley, . . . | 3-14 | 253 | 248 | Taunton, . . . | 2-75 |
| 227 | 199 | Hanover, . . . | 3-13 | 226 | 249 | Coleraine, . . . | 2-74 |
| 182 | 200 | Holliston, . . . | 3-12 | 228 | 250 | Ashfield, . . . | 2-73 |
| 249 | 201 | Agawam, . . . | 3-11 | 235 | 251 | Raynham, . . . | 2-73 |
| 176 | 202 | Rochester, . . . | 3-11 | 155 | 252 | Duxbury, . . . | 2-72 |
| 180 | 203 | N. Andover, . . | 3-10 | 229 | 253 | Petersham, . . . | 2-72 |
| 247 | 204 | Medfield, . . . | 3-09 | 222 | 254 | Mendon, . . . | 2-71 |
| 252 | 205 | Beverly, . . . | 3-08 | 307 | 255 | W. Stockb'dge, . | 2-69 |
| 185 | 206 | Acushnet, . . . | 3-06 | 255 | 256 | Nantucket, . . . | 2-67 |
| 217 | 207 | N. Marlboro', . | 3-06 | 316 | 257 | Sharon, . . . | 2-67 |
| 190 | 208 | Bedford, . . . | 3-05 | 268 | 258 | Barre, . . . | 2-66 |
| 305 | 209 | Mattapoisett, . | 3-04 | 292 | 259 | Leominster, . . . | 2-63 |
| 139 | 210 | Warren, . . . | 3-04 | 297 | 260 | Sudbury, . . . | 2-63 |
| 205 | 211 | Gardner, . . . | 3-03 | 225 | 261 | Winthrop, . . . | 2-62 |
| 267 | 212 | Athol, . . . | 3-01 | 246 | 262 | Lanesboro', . . . | 2-61 |
| 194 | 213 | Boxborough, . . | 3-01 | 157 | 263 | Leunenburg, . . | 2-61 |
| 215 | 214 | Hinsdale, . . . | 3-00 | 233 | 264 | Weston, . . . | 2-61 |
| 309 | 215 | Worthington, . . | 3-00 | 271 | 265 | Belmont, . . . | 2-60 |
| 196 | 216 | Falmouth, . . . | 2-99 | 286 | 266 | Leicester, . . . | 2-59 |

| For 1872-73, according to Valuation of 1872. | For 1873-74, according to Valuation of 1872. | TOWNS. | Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills. | For 1872-73, according to Valuation of 1872. | For 1873-74, according to Valuation of 1872. | TOWNS. | Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills. |
|--|--|---------------------|---|--|--|-----------------------|---|
| 277 | 267 | Easton, . . . | \$.002-58 | 311 | 304 | Southwick, . . . | \$.002-25 |
| 191 | 268 | Granby, . . . | 2-58 | 301 | 305 | Bernardston, . . . | 2-24 |
| 261 | 269 | Westford, . . . | 2-58 | 323 | 306 | Billerica, . . . | 2-24 |
| 296 | 270 | Chelmsford, . . . | 2-55 | 300 | 307 | Dalton, . . . | 2-24 |
| 236 | 271 | Stow, . . . | 2-55 | 325 | 308 | Whately, . . . | 2-24 |
| 254 | 272 | Concord, . . . | 2-54 | 318 | 309 | Milton, . . . | 2-20 |
| 304 | 273 | Fall River, . . . | 2-54 | 302 | 310 | Lynnfield, . . . | 2-19 |
| 274 | 274 | Sheffield, . . . | 2-53 | 315 | 311 | Sherborn, . . . | 2-15 |
| 256 | 275 | Shrewsbury, . . . | 2-53 | 298 | 312 | Hardwick, . . . | 2-14 |
| 280 | 276 | Yarmouth, . . . | 2-53 | 310 | 313 | Pepperell, . . . | 2-13 |
| 201 | 277 | Middleboro', . . . | 2-52 | 319 | 314 | Topsfield, . . . | 2-13 |
| 283 | 278 | Dracont, . . . | 2-51 | 334 | 315 | Boston, . . . | 2-11 |
| 276 | 279 | Sterling, . . . | 2-51 | 322 | 316 | Enfield, . . . | 2-09 |
| 294 | 280 | Acton, . . . | 2-50 | 335 | 317 | Alford, . . . | 2-08 |
| 262 | 281 | Brewster, . . . | 2-50 | 320 | 318 | Burlington, . . . | 2-08 |
| 299 | 282 | Cohasset, . . . | 2-50 | 332 | 319 | Gill, . . . | 2-08 |
| 281 | 283 | Princeton, . . . | 2-50 | 329 | 320 | Brookline, . . . | 2-04 |
| 258 | 284 | Fitchburg, . . . | 2-49 | 314 | 321 | Dartmouth, . . . | 2-04 |
| 265 | 285 | Chesterfield, . . . | 2-47 | 313 | 322 | Williamsburg, . . . | 2-02 |
| 289 | 286 | Salem, . . . | 2-47 | 321 | 323 | Hamilton, . . . | 1-97 |
| 272 | 287 | Blandford, . . . | 2-46 | 336 | 324 | Hull, . . . | 1-93 |
| 295 | 288 | Tyringham, . . . | 2-46 | 330 | 325 | Lancaster, . . . | 1-93 |
| 282 | 289 | Wales, . . . | 2-45 | 324 | 326 | Stockbridge, . . . | 1-88 |
| 293 | 290 | Manchester, . . . | 2-42 | 326 | 327 | Hatfield, . . . | 1-85 |
| 275 | 291 | Norton, . . . | 2-42 | 331 | 328 | Chilmark, . . . | 1-83 |
| 266 | 292 | Marion, . . . | 2-41 | 327 | 329 | Tolland, . . . | 1-83 |
| 278 | 293 | Leyden, . . . | 2-39 | 308 | 330 | Freetown, . . . | 1-78 |
| 306 | 294 | Tewksbury, . . . | 2-39 | 328 | 331 | Newbury, . . . | 1-77 |
| 284 | 295 | Hadley, . . . | 2-36 | 333 | 332 | Boxford, . . . | 1-65 |
| 285 | 296 | Kingston, . . . | 2-35 | 337 | 333 | Gt. Barrington, . . . | 1-64 |
| 279 | 297 | New Bedford, . . . | 2-35 | 340 | 334 | Richmond, . . . | 1-52 |
| 287 | 298 | Lenox, . . . | 2-34 | 339 | 335 | Hancock, . . . | 1-49 |
| 291 | 299 | Harvard, . . . | 2-32 | 338 | 336 | Royalston, . . . | 1-46 |
| 257 | 300 | Berlin, . . . | 2-29 | 288 | 337 | New Ashford, . . . | 1-36 |
| 317 | 301 | Groton, . . . | 2-29 | 342 | 338 | Nahant, . . . | 0-45 |
| 312 | 302 | Easthampton, . . . | 2-26 | 341 | 339 | Gosnold, . . . | 0-37 |
| 263 | 303 | Northborough, . . . | 2-26 | | 340 | Rockland,* . . . | - |

* Incorporated, March 9, 1874.

GRADUATED TABLES—SECOND SERIES.

[COUNTY TABLES.]

In which all the Towns in the respective Counties in the State are numerically arranged, according to the percentage of their taxable property, appropriated for the support of Public Schools, for the year 1873-74.

BARNSTABLE COUNTY.

| For 1872-73, according to Valuation of 1872. | For 1873-74, according to Valuation of 1872. | TOWNS. | Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills. | For 1872-73, according to Valuation of 1872. | For 1873-74, according to Valuation of 1872. | TOWNS. | Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills. |
|--|--|--------------|---|--|--|-----------------|---|
| 1 | 1 | TRURO, . | \$.006-75 | 7 | 8 | Chatham, . | \$.003-90 |
| 3 | 2 | Sandwich, . | 6-39 | 9 | 9 | Dennis, . | 3-43 |
| 2 | 3 | Wellfleet, . | 5-91 | 10 | 10 | Provincetown, . | 3-42 |
| 4 | 4 | Eastham, . | 4-91 | 8 | 11 | Barnstable, . | 3-16 |
| 5 | 5 | Harwich, . | 4-67 | 11 | 12 | Falmouth, . | 2-99 |
| 12 | 6 | Mashpee, . | 4-50 | 14 | 13 | Yarmouth, . | 2-53 |
| 6 | 7 | Orleans, . | 4-22 | 13 | 14 | Brewster, . | 2-50 |

BERKSHIRE COUNTY,

| | | | | | | | |
|----|----|-------------------|-----------|----|----|-------------------|-----------|
| 6 | 1 | MT. WASHINGTON, . | \$.004-34 | 5 | 17 | Savoy, . | \$.002-87 |
| 13 | 2 | Cheshire, . | 4-06 | 16 | 18 | Pittsfield, . | 2-78 |
| 9 | 3 | Clarksburg, . | 4-04 | 17 | 19 | Sandisfield, . | 2-78 |
| 2 | 4 | Lee, . | 4-00 | 26 | 20 | W. Stockb'd'ge, . | 2-69 |
| 1 | 5 | Florida, . | 3-86 | 18 | 21 | Lanesboro', . | 2-61 |
| 3 | 6 | Adams, . | 3-83 | 20 | 22 | Sheffield, . | 2-53 |
| 7 | 7 | Washington, . | 3-44 | 23 | 23 | Tyringham, . | 2-46 |
| 8 | 8 | Otis, . | 3-34 | 21 | 24 | Lenox, . | 2-34 |
| 19 | 9 | Monterey, . | 3-28 | 24 | 25 | Dalton, . | 2-24 |
| 4 | 10 | Becket, . | 3-25 | 28 | 26 | Alford, . | 2-08 |
| 12 | 11 | Pern, . | 3-22 | 27 | 27 | Stockbridge, . | 1-88 |
| 10 | 12 | Williamstown, . | 3-20 | 29 | 28 | Gt. Barrington, . | 1-64 |
| 11 | 13 | Windsor, . | 3-18 | 31 | 29 | Richmond, . | 1-52 |
| 15 | 14 | N. Marlboro', . | 3-06 | 30 | 30 | Hancock, . | 1-49 |
| 14 | 15 | Hinsdale, . | 3-00 | 22 | 31 | New Ashford, . | 1-36 |
| 25 | 16 | Egremont, . | 2-92 | | | | |

BRISTOL COUNTY.

| For 1872-73, according to Valuation of 1872. | For 1873-74, according to Valuation of 1872. | TOWNS. | Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills. | For 1872-73, according to Valuation of 1872. | For 1873-74, according to Valuation of 1872. | TOWNS. | Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills. |
|--|--|---------------|---|--|--|--------------|---|
| 2 | 1 | ATTLEBOROUGH, | \$.005-02 | 10 | 11 | Somerset, | \$.002-84 |
| 12 | 2 | Mansfield, | 4-03 | 13 | 12 | Taunton, | 2-75 |
| 4 | 3 | Rehoboth, | 3-82 | 11 | 13 | Raynham, | 2-73 |
| 3 | 4 | Berkley, | 3-80 | 15 | 14 | Easton, | 2-58 |
| 1 | 5 | Swansea, | 3-78 | 17 | 15 | Fall River, | 2-54 |
| 5 | 6 | Westport, | 3-47 | 14 | 16 | Norton, | 2-42 |
| 7 | 7 | Dighton, | 3-35 | 16 | 17 | New Bedford, | 2-35 |
| 6 | 8 | Seekonk, | 3-30 | 19 | 18 | Dartmouth, | 2-04 |
| 8 | 9 | Fairhaven, | 3-24 | 18 | 19 | Freetown, | 1-78 |
| 9 | 10 | Acushnet, | 3-06 | | | | |

DUKES COUNTY.

| | | | | | | | |
|---|---|------------|-----------|---|---|-----------|-----------|
| 1 | 1 | GAY HEAD, | \$.008-17 | 4 | 4 | Chilmark, | \$.001-83 |
| 2 | 2 | Tisbury, | 2-83 | 5 | 5 | Gosnold, | 0-37 |
| 3 | 3 | Edgartown, | 2-76 | | | | |

ESSEX COUNTY.

| | | | | | | | |
|----|----|--------------|-----------|----|----|--------------|-----------|
| 1 | 1 | BRADFORD, | \$.005-44 | 15 | 18 | Rockport, | \$.003-20 |
| 2 | 2 | Georgetown, | 5-40 | 12 | 19 | Wenham, | 3-17 |
| 3 | 3 | Peabody, | 5-14 | 25 | 20 | Rowley, | 3-14 |
| 4 | 4 | Gloucester, | 4-89 | 20 | 21 | No. Andover, | 3-10 |
| 5 | 5 | Haverhill, | 4-70 | 26 | 22 | Beverly, | 3-08 |
| 6 | 6 | Marblehead, | 4-57 | 23 | 23 | Swampscott, | 2-90 |
| 7 | 7 | Danvers, | 4-21 | 22 | 24 | Groveland, | 2-86 |
| 11 | 8 | Saugus, | 4-03 | 24 | 25 | Essex, | 2-80 |
| 18 | 9 | Newburyport, | 3-89 | 21 | 26 | Andover, | 2-79 |
| 8 | 10 | Lynn, | 3-81 | 27 | 27 | Salem, | 2-47 |
| 10 | 11 | Amesbury, | 3-80 | 28 | 28 | Manchester, | 2-42 |
| 13 | 12 | Salisbury, | 3-79 | 29 | 29 | Lynnfield, | 2-19 |
| 16 | 13 | Ipswich, | 3-58 | 30 | 30 | Topsfield, | 2-13 |
| 17 | 14 | W. Newbury, | 3-54 | 31 | 31 | Hamilton, | 1-97 |
| 9 | 15 | Middleton, | 3-50 | 32 | 32 | Newbury, | 1-77 |
| 14 | 16 | Methuen, | 3-28 | 33 | 33 | Boxford, | 1-65 |
| 19 | 17 | Lawrence, | 3-27 | 34 | 34 | Nahant, | 0-45 |

FRANKLIN COUNTY.

| For 1872-73, according to Valuation of 1872. | For 1873-74, according to Valuation of 1872. | TOWNS. | Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills. | For 1872-73, according to Valuation of 1872. | For 1873-74, according to Valuation of 1872. | TOWNS. | Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills. |
|--|--|---------------|---|--|--|----------------|---|
| 1 | 1 | HAWLEY, . | \$.006-13 | 22 | 14 | Buckland, . | \$.003-52 |
| 2 | 2 | Rowe, . | 5-42 | 11 | 15 | Heath, . | 3-52 |
| 7 | 3 | Erving, . | 5-20 | 16 | 16 | Shelburne, . | 3-47 |
| 3 | 4 | Montague, . | 4-96 | 5 | 17 | Wendell, . | 3-38 |
| 6 | 5 | Warwick, . | 4-65 | 15 | 18 | Orange, . | 3-29 |
| 14 | 6 | Deerfield, . | 4-36 | 13 | 19 | New Salem, . | 3-23 |
| 18 | 7 | Greenfield, . | 4-24 | 19 | 20 | Leverett, . | 2-85 |
| 12 | 8 | Conway, . | 4-03 | 20 | 21 | Coleraine, . | 2-74 |
| 4 | 9 | Shutesbury, . | 4-01 | 21 | 22 | Ashfield, . | 2-73 |
| 8 | 10 | Monroe, . | 3-93 | 23 | 23 | Leyden, . | 2-39 |
| 9 | 11 | Charlemont, . | 3-91 | 24 | 24 | Bernardston, . | 2-24 |
| 10 | 12 | Sunderland, . | 3-89 | 25 | 25 | Whately, . | 2-24 |
| 17 | 13 | Northfield, . | 3-55 | 26 | 26 | Gill, . | 2-08 |

HAMPDEN COUNTY.

| | | | | | | | |
|----|----|------------------|-----------|----|----|---------------|-----------|
| 1 | 1 | CHICOPEE, . | \$.005-62 | 2 | 12 | Montgomery, . | \$.003-47 |
| 3 | 2 | Chester, . | 4-63 | 10 | 13 | Ludlow, . | 3-29 |
| 6 | 3 | Granville, . | 4-44 | 14 | 14 | Russell, . | 3-20 |
| 7 | 4 | Westfield, . | 4-24 | 15 | 15 | Agawam, . | 3-11 |
| 12 | 5 | W.Springfield, . | 4-14 | 17 | 16 | Brimfield, . | 2-79 |
| 11 | 6 | Holyoke, . | 4-13 | 16 | 17 | Longmeadow, . | 2-76 |
| 8 | 7 | Wilbraham, . | 3-87 | 18 | 18 | Blandford, . | 2-46 |
| 4 | 8 | Palmer, . | 3-80 | 19 | 19 | Wales, . | 2-45 |
| 5 | 9 | Holland, . | 3-78 | 20 | 20 | Southwick, . | 2-25 |
| 9 | 10 | Monson, . | 3-67 | 21 | 21 | Tolland, . | 1-83 |
| 13 | 11 | Springfield, . | 3-53 | | | | |

HAMPSHIRE COUNTY.

| | | | | | | | |
|----|----|----------------|-----------|----|----|-----------------|-----------|
| 1 | 1 | PELHAM, . | \$.004-91 | 13 | 13 | Amherst, . | \$.003-17 |
| 2 | 2 | Belchertown, . | 4-63 | 19 | 14 | Worthington, . | 3-00 |
| 3 | 3 | Ware, . | 4-41 | 11 | 15 | Plainfield, . | 2-94 |
| 12 | 4 | Prescott, . | 3-91 | 16 | 16 | Middlefield, . | 2-75 |
| 5 | 5 | Northampton, . | 3-87 | 10 | 17 | Granby, . | 2-58 |
| 4 | 6 | So. Hadley, . | 3-85 | 17 | 18 | Chesterfield, . | 2-47 |
| 15 | 7 | Huntington, . | 3-65 | 18 | 19 | Hadley, . | 2-36 |
| 7 | 8 | Southampton, . | 3-50 | 20 | 20 | Easthampton, . | 2-26 |
| 8 | 9 | Westhampton, . | 3-47 | 22 | 21 | Enfield, . | 2-09 |
| 14 | 10 | Cummington, . | 3-43 | 21 | 22 | Williamsburg, . | 2-02 |
| 6 | 11 | Goshen, . | 3-31 | 23 | 23 | Hatfield, . | 1-85 |
| 9 | 12 | Greenwich, . | 3-26 | | | | |

MIDDLESEX COUNTY.

| For 1872-73, according to Valuation of 1872. | For 1873-74, according to Valuation of 1872. | TOWNS. | Percentage of Valuation appropriated to Public Schools — equivalent to mills and hundredths of mills. | For 1872-73, according to Valuation of 1872. | For 1873-74, according to Valuation of 1872. | TOWNS. | Percentage of Valuation appropriated to Public Schools — equivalent to mills and hundredths of mills. |
|--|--|----------------|---|--|--|----------------|---|
| 1 | 1 | MARLBOROUGH, . | \$.007-78 | 35 | 28 | Woburn, . | \$.003-25 |
| 2 | 2 | Stoneham, . | 6-63 | 46 | 29 | Lincoln, . | 3-14 |
| 3 | 3 | Melrose, . | 5-52 | 29 | 30 | Holliston, . | 3-12 |
| 8 | 4 | Hudson, . | 5-17 | 31 | 31 | Bedford, . | 3-05 |
| 12 | 5 | Somerville, . | 5-12 | 32 | 32 | Boxborough, . | 3-01 |
| 5 | 6 | Reading, . | 4-99 | 30 | 33 | Wilmington, . | 2-98 |
| 13 | 7 | Everett, . | 4-86 | 20 | 34 | Ashby, . | 2-93 |
| 7 | 8 | Hopkinton, . | 4-81 | 39 | 35 | Littleton, . | 2-91 |
| 15 | 9 | Lowell, . | 4-79 | 43 | 36 | Shirley, . | 2-83 |
| 6 | 10 | Ashland, . | 4-78 | 33 | 37 | No. Reading, . | 2-82 |
| 4 | 11 | Natick, . | 4-77 | 42 | 38 | Carlisle, . | 2-80 |
| 10 | 12 | Malden, . | 4-55 | 44 | 39 | Dunstable, . | 2-76 |
| 11 | 13 | Watertown, . | 4-48 | 50 | 40 | Sudbury, . | 2-63 |
| 14 | 14 | Townsend, . | 4-40 | 36 | 41 | Weston, . | 2-61 |
| 23 | 15 | Lexington, . | 4-22 | 45 | 42 | Belmont, . | 2-60 |
| 28 | 16 | Wakefield, . | 4-21 | 41 | 43 | Westford, . | 2-58 |
| 16 | 17 | Arlington, . | 4-20 | 49 | 44 | Chelmsford, . | 2-55 |
| 17 | 18 | Medford, . | 3-98 | 38 | 45 | Stow, . | 2-55 |
| 26 | 19 | Maynard, . | 3-82 | 40 | 46 | Concord, . | 2-54 |
| 34 | 20 | Winchester, . | 3-53 | 47 | 47 | Dracut, . | 2-51 |
| 18 | 21 | Wayland, . | 3-52 | 48 | 48 | Acton, . | 2-50 |
| 19 | 22 | Waltham, . | 3-44 | 51 | 49 | Tewksbury, . | 2-39 |
| 22 | 23 | Cambridge, . | 3-43 | 54 | 50 | Groton, . | 2-29 |
| 24 | 24 | Tyngsboro', . | 3-41 | 56 | 51 | Billerica, . | 2-24 |
| 25 | 25 | Frammingham, . | 3-40 | 53 | 52 | Sherborn, . | 2-15 |
| 27 | 26 | Newton, . | 3-40 | 52 | 53 | Pepperell, . | 2-13 |
| 21 | 27 | Ayer, . | 3-34 | 55 | 54 | Burlington, . | 2-08 |

NANTUCKET COUNTY.

| | |
|----------------------|------------|
| NANTUCKET, | \$.002-67 |
|----------------------|------------|

NORFOLK COUNTY.

| | | | | | | | |
|----|----|---------------|------------|----|----|--------------|------------|
| 1 | 1 | HYDE PARK, . | \$.005-92 | 18 | 13 | Franklin, . | \$.003-79 |
| 2 | 2 | Norwood, . | 5-47 | 11 | 14 | Dedham, . | 3-78 |
| 4 | 3 | Walpole, . | 5-34 | 14 | 15 | Canton, . | 3-77 |
| 3 | 4 | Quincy, . | 5-07 | 10 | 16 | Needham, . | 3-76 |
| 6 | 5 | Stoughton, . | 4-73 | 13 | 17 | Norfolk, . | 3-64 |
| 15 | 6 | Wrentham, . | 4-53 | 16 | 18 | Braintree, . | 3-61 |
| 9 | 7 | Medway, . | 4-42 | 20 | 19 | Dover, . | 3-40 |
| 5 | 8 | Bellingham, . | 4-37 | 21 | 20 | Medfield, . | 3-09 |
| 8 | 9 | Randolph, . | 4-26 | 23 | 21 | Sharon, . | 2-67 |
| 17 | 10 | Holbrook, . | 4-22 | 22 | 22 | Cohasset, . | 2-50 |
| 7 | 11 | Weymouth, . | 4-16 | 24 | 23 | Milton, . | 2-20 |
| 12 | 12 | Foxborough, . | 3-85 | 25 | 24 | Brookline, . | 2-04 |

BOARD OF EDUCATION.

PLYMOUTH COUNTY.

| For 1872-73, according to Valuation of 1872. | For 1873-74, according to Valuation of 1872. | TOWNS. | Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills. | For 1872-73, according to Valuation of 1872. | For 1873-74, according to Valuation of 1872. | TOWNS. | Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills. |
|--|--|-------------------|---|--|--|-----------------|---|
| 2 | 1 | E. BRIDGEWATER, . | \$.005-38 | 16 | 14 | Hanson, . | \$.003-17 |
| 1 | 2 | N. Bridgew'er, . | 5-14 | 13 | 15 | Lakeville, . | 3-14 |
| 5 | 3 | Wareham, . | 4-77 | 19 | 16 | Hanover, . | 3-13 |
| 4 | 4 | Hingham, . | 4-62 | 14 | 17 | Rochester, . | 3-11 |
| 3 | 5 | Abington, . | 4-44 | 24 | 18 | Mattapoisett, . | 3-04 |
| 6 | 6 | Plymouth, . | 4-13 | 15 | 19 | Halifax, . | 2-96 |
| 7 | 7 | W. Bridgew'er, . | 3-99 | 18 | 20 | Carver, . | 2-83 |
| 20 | 8 | So. Scituate, . | 3-98 | 11 | 21 | Duxbury, . | 2-72 |
| 8 | 9 | Plympton, . | 3-62 | 17 | 22 | Middleboro', . | 2-52 |
| 9 | 10 | Bridgewater, . | 3-55 | 22 | 23 | Marion, . | 2-41 |
| 21 | 11 | Pembroke, . | 3-54 | 23 | 24 | Kingston, . | 2-35 |
| 10 | 12 | Scituate, . | 3-52 | 25 | 25 | Hull, . | 1-93 |
| 12 | 13 | Marshfield, . | 3-38 | | | | |

SUFFOLK COUNTY.

| | | | | | | | |
|----|---|------------|-----------|---|---|-------------|-----------|
| 1 | 1 | CHELSEA, . | \$.004-80 | 3 | 3 | Winthrop, . | \$.002-62 |
| 12 | 2 | Revere, . | 3-44 | 4 | 4 | Boston, . | 2-11 |

WORCESTER COUNTY.

| | | | | | | | |
|----|----|-------------------|-----------|----|----|------------------|-----------|
| 2 | 1 | DUDLEY, . | \$.005-18 | 33 | 23 | Sutton, . | \$.003-49 |
| 1 | 2 | Upton, . | 4-76 | 19 | 24 | W. Boylston, . | 3-49 |
| 3 | 3 | Brookfield, . | 4-51 | 18 | 25 | Holden, . | 3-39 |
| 30 | 4 | Spencer, . | 4-47 | 31 | 26 | Northbridge, . | 3-37 |
| 16 | 5 | Templeton, . | 4-44 | 12 | 27 | Phillipston, . | 3-35 |
| 6 | 6 | Rutland, . | 4-27 | 21 | 28 | Southboro', . | 3-31 |
| 7 | 7 | Milbury, . | 3-93 | 25 | 29 | Blackstone, . | 3-29 |
| 24 | 8 | No. Brookfield, . | 3-92 | 43 | 30 | Webster, . | 3-26 |
| 5 | 9 | Dana, . | 3-85 | 4 | 31 | Douglas, . | 3-25 |
| 34 | 10 | Oxford, . | 3-82 | 8 | 32 | Charlton, . | 3-23 |
| 26 | 11 | Clinton, . | 3-80 | 32 | 33 | Uxbridge, . | 3-23 |
| 10 | 12 | Ashburnham, . | 3-74 | 23 | 34 | Warren, . | 3-04 |
| 13 | 13 | Grafton, . | 3-68 | 37 | 35 | Gardner, . | 3-03 |
| 11 | 14 | Paxton, . | 3-67 | 49 | 36 | Athol, . | 3-01 |
| 20 | 15 | Westboro', . | 3-67 | 36 | 37 | Winchendon, . | 2-97 |
| 14 | 16 | Sturbridge, . | 3-66 | 47 | 38 | Boylston, . | 2-86 |
| 9 | 17 | Milford, . | 3-65 | 38 | 39 | Hubbardston, . | 2-84 |
| 22 | 18 | Southbridge, . | 3-65 | 39 | 40 | Anburn, . | 2-82 |
| 28 | 19 | Worcester, . | 3-62 | 29 | 41 | New Braintree, . | 2-77 |
| 35 | 20 | W. Brookfield, . | 3-61 | 41 | 42 | Bolton, . | 2-76 |
| 17 | 21 | Oakham, . | 3-58 | 42 | 43 | Petersham, . | 2-72 |
| 15 | 22 | Westminster, . | 3-54 | 40 | 44 | Mendon, . | 2-71 |

WORCESTER COUNTY—CONCLUDED.

| For 1872-73, according to Valuation of 1872. | For 1873-74, according to Valuation of 1872. | TOWNS. | Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills. | For 1872-73, according to Valuation of 1872. | For 1873-74, according to Valuation of 1873. | TOWNS. | Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills. |
|--|--|---------------|---|--|--|-----------------|---|
| 50 | 45 | Barre, . | 2-66 | 46 | 52 | Fitchburg, . | 2-49 |
| 55 | 46 | Leominster, . | 2-63 | 54 | 53 | Harvard, . | 2-32 |
| 27 | 47 | Lunenburg, . | 2-61 | 45 | 54 | Berlin, . | 2-29 |
| 53 | 48 | Leicester, . | 2-59 | 48 | 55 | Northborough, . | 2-26 |
| 44 | 49 | Shrewsbury, . | 2-53 | 56 | 56 | Hardwick, . | 2-14 |
| 51 | 50 | Sterling, . | 2-51 | 57 | 57 | Lancaster, . | 1-93 |
| 52 | 51 | Princeton, . | 2-50 | 58 | 58 | Royalston, . | 1-46 |

GRADUATED TABLE—SECOND SERIES.

The different Counties in the State numerically arranged, according to the Percentage of their Taxable Property, appropriated for the support of Public Schools, for the year 1873-74.

| For 1872-73. Val. of 1872. | For 1873-74. Val. of 1872. | COUNTIES. | Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills. | Amount of money raised by taxes for the support of Public Schools. | Income of Surplus Revenue and of similar funds appropriated for Public Schools. | TOTAL. | Valuation of 1872. | Amount contributed for board and fuel. |
|-------------------------------|-------------------------------|-------------|---|--|---|----------------|--------------------|--|
| 2 | 1 | PLYMOUTH | \$.003-88 | \$128,768 80 | \$3,926 47 | \$132,695 27 | \$34,185,885 88 | \$181 10 |
| 3 | 2 | Middlesex, | 3-87 | 790,524 44 | 4,880 54 | 795,404 98 | 205,638,263 59 | 718 00 |
| 5 | 3 | Barnstable, | 3-85 | 60,150 00 | 671 00 | 60,821 00 | 15,815,348 58 | 630 00 |
| 4 | 4 | Hampden, | 3-79 | 216,525 00 | 3,516 55 | 220,041 55 | 58,039,727 97 | 604 00 |
| 9 | 5 | Franklin, | 3-69 | 57,973 26 | 817 52 | 58,790 78 | 15,949,353 71 | 2,339 50 |
| 6 | 6 | Norfolk, | 3-49 | 253,650 00 | 3,774 42 | 257,424 42 | 73,842,537 84 | 70 00 |
| 7 | 7 | Essex, | 3-43 | 486,105 82 | 8,598 40 | 494,704 22 | 144,327,699 78 | 525 00 |
| 8 | 8 | Worcester, | 3-30 | 404,880 15 | 5,854 69 | 410,734 84 | 124,212,169 49 | 941 75 |
| 10 | 9 | Hampshire, | 3-25 | 91,307 00 | 1,909 03 | 93,216 03 | 28,725,415 06 | 2,227 25 |
| 12 | 10 | Berkshire, | 2-82 | 112,807 66 | 1,709 09 | 114,516 75 | 40,610,072 48 | 2,210 50 |
| 11 | 11 | Bristol, | 2-68 | 234,593 90 | 2,351 63 | 236,945 53 | 88,371,292 63 | 15 00 |
| 13 | 12 | Nantucket, | 2-67 | 6,300 00 | — | 6,300 00 | 2,357,831 09 | — |
| 14 | 13 | Dukes, | 2-52 | 6,075 00 | — | 6,075 00 | 2,413,486 17 | — |
| | 14 | Suffolk, | 2-01 | 1,403,550 14 | 9,306 78 | 1,412,856 92 | 703,645,985 26 | 700 00 |
| AGGREGATE FOR THE STATE. | | | | | | | | |
| 14 Counties, | | | \$.002-80 | \$4,253,211 17 | \$47,316 12 | \$4,300,527 29 | \$1,588,135,019 53 | \$11,162 10 |

Arrangement of Counties according to their Appropriations, including Voluntary Contributions.

If the Counties are numerically arranged, according to the percentage of their valuations appropriated for Public Schools, voluntary contributions of board and fuel being added to the sum raised by tax and to the income of the Surplus Revenue and other funds, as severally given in the previous Table, the order of precedence will be as follows:—

| For 1872-73,— Val. of 1872. | For 1873-74,— Val. of 1872. | C O U N T I E S . | Percentage of Valuation equivalent to mills and hundredths of mills. |
|------------------------------------|--------------------------------|-----------------------|--|
| 1 | 1 | BARNSTABLE, | \$.003-89 |
| 2 | 2 | Plymouth, | 3-89 |
| 3 | 3 | Middlesex, | 3-87 |
| 4 | 4 | Franklin, | 3-83 |
| 5 | 5 | Hampden, | 3-80 |
| 9 | 6 | Norfolk, | 3-49 |
| 6 | 7 | Essex, | 3-43 |
| 7 | 8 | Hampshire, | 3-32 |
| 8 | 9 | Worcester, | 3-31 |
| 10 | 10 | Berkshire, | 2-87 |
| 12 | 11 | Bristol, | 2-68 |
| 11 | 12 | Nantucket, | 2-67 |
| 13 | 13 | Dukes, | 2-52 |
| 14 | 14 | Suffolk, | 2-01 |
| Aggregate for the State, | | | \$.002-80 |

GRADUATED TABLES—THIRD SERIES.

The following Table exhibits the ratio of the average attendance for the year in each town to the whole number of children between 5 and 15, according to the returns.

The ratio is expressed in decimals, continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals, with the appropriate mathematical sign appended, indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases where, without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is over 100 per cent. These results, supposing the registers to have been properly kept, and the returns correctly made, are to be thus explained:—the average attendance upon all Public Schools, being compared with the whole number of children in the town between 5 and 15, the result may be over 100 per cent., because the attendance of children under 5 and over 15 may more than compensate for the absence of children between those ages. The rank of the towns standing highest in the following table is in accordance with the returns. As the returns are often incorrect the rank may be too high in some cases.

GRADUATED TABLES—THIRD SERIES.

[FOR THE STATE.]

Table in which all the towns in the State are numerically arranged according to the AVERAGE ATTENDANCE of their children upon the Public Schools, for the year 1873-74.

| | TOWNS. | No. of children between 5 and 15 years of age in each town. | Average attendance upon School. | Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals. | | TOWNS. | No. of children between 5 and 15 years of age in each town. | Average attendance upon School. | Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals. |
|----|-----------------|---|---------------------------------|---|----|----------------|---|---------------------------------|---|
| 1 | TYNGSBOROUGH, . | 107 | 136 | 1.27-10 | 34 | Berlin, . | 187 | 172 | .91-98 |
| 2 | Boxborough, . | 65 | 76 | 1.16-92 | 35 | Wenham, . | 160 | 147 | .91-88 |
| 3 | Princeton, . | 175 | 191 | 1.09-14 | 36 | Northboro', . | 243 | 223 | .91-77 |
| 4 | Orleans, . | 227 | 246 | 1.08-37 | 37 | Tewksbury, . | 201 | 184 | .91-54 |
| 5 | Arlington, . | 559 | 596 | 1.06-62 | 38 | Granby, . | 147 | 134 | .91-16 |
| 6 | Lynnfield, . | 113 | 120 | 1.06-19 | 39 | Carlisle, . | 89 | 81 | .91-01 |
| 7 | Lunenburg, . | 149 | 157 | 1.05-37 | 40 | Ashby, . | 163 | 148 | .90-80 |
| 8 | Dunstable, . | 73 | 76 | 1.04-11 | 41 | Sunderland, . | 170 | 154 | .90-59 |
| 9 | Shelburne, . | 271 | 277 | 1.02-21 | 42 | Cummington, . | 187 | 168 | .89-84 |
| 10 | Melrose, . | 659 | 669 | 1.01-52 | 43 | Northfield, . | 308 | 276 | .89-61 |
| 11 | Boylston, . | 152 | 154 | 1.01-32 | 44 | Belchertown, . | 438 | 392 | .89-50 |
| 12 | Harvard, . | 236 | 238 | 1.00-85 | 45 | Malden, . | 1,674 | 1,492 | .89-13 |
| 13 | Winthrop, . | 86 | 86 | 1.00-00 | 46 | Leominster, . | 700 | 623 | .89-00 |
| 14 | Paxton, . | 120 | 118 | .98-33 | 47 | Somerville, . | 3,352 | 2,972 | .88-66 |
| 15 | Wilmington, . | 151 | 147 | .97-35 | 48 | Stoneham, . | 856 | 757 | .88-43 |
| 16 | Plainfield, . | 75 | 73 | .97-33 | 49 | Waltham, . | 1,522 | 1,344 | .88-30 |
| 17 | Pepperell, . | 313 | 304 | .97-12 | 50 | Dighton, . | 298 | 263 | .88-26 |
| 18 | Shutesbury, . | 104 | 101 | .97-11 | 51 | Royalston, . | 221 | 195 | .88-23 |
| 19 | Framingham, . | 810 | 780 | .96-30 | 52 | Littleton, . | 220 | 194 | .88-18 |
| 20 | Georgetown, . | 355 | 341 | .96-06 | 53 | Amherst, . | 711 | 623 | .87-62 |
| 21 | Chester, . | 213 | 204 | .95-77 | 54 | Medway, . | 690 | 603 | .87-39 |
| 22 | Manchester, . | 274 | 262 | .95-62 | 55 | Upton, . | 335 | 292 | .87-16 |
| 23 | Falmouth, . | 372 | 354 | .95-16 | 56 | Windsor, . | 116 | 101 | .87-07 |
| 24 | Winchester, . | 508 | 479 | .94-29 | 57 | Lakeville, . | 193 | 168 | .87-05 |
| 25 | Reading, . | 552 | 520 | .94-20 | 58 | Ayer, . | 370 | 322 | .87-03 |
| 26 | Oakham, . | 172 | 162 | .94-19 | 59 | Groton, . | 372 | 323 | .86-83 |
| 27 | Dracut, . | 320 | 300 | .93-75 | 60 | Marshfield, . | 281 | 244 | .86-83 |
| 28 | Ashburnham, . | 460 | 431 | .93-70 | 61 | Mendon, . | 239 | 207 | .86-61 |
| 29 | Walpole, . | 305 | 285 | .93-44 | 62 | Berkley, . | 111 | 96 | .86-49 |
| 30 | Scituate, . | 497 | 462 | .92-96 | 63 | Athol, . | 605 | 523 | .86-45 |
| 31 | So. Hadley, . | 538 | 499 | .92-75 | 64 | Holbrook, . | 279 | 241 | .86-38 |
| 32 | Sheffield, . | 425 | 392 | .92-24 | 65 | Hubbardston, . | 286 | 247 | .86-36 |
| 33 | Bridgewater, . | 683 | 629 | .92-09 | 66 | Middleton, . | 175 | 151 | .86-29 |

| | TOWNS. | No. of children between 5 and 15 years of age in each town. | Av'ge attendance upon School. | Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals. | | TOWNS. | No. of children between 5 and 15 years of age in each town. | Av'ge attendance upon School. | Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals. |
|-----|-----------------|---|----------------------------------|--|-----|------------------|---|----------------------------------|--|
| 67 | Kingston, . | 266 | 229 | .86-09 | 116 | Edgartown, . | 353 | 287 | .81-30 |
| 68 | Lancaster, . | 279 | 240 | .86-02 | 117 | Hopkinton, . | 1,063 | 862 | .81-09 |
| 69 | Barre, . | 418 | 359 | .85-90 | 118 | Holliston, . | 644 | 521 | .80-90 |
| 70 | Medfield, . | 155 | 133 | .85-81 | 119 | Nahant, . | 88 | 71 | .80-68 |
| 71 | Rochester, . | 182 | 156 | .85-71 | 120 | Swampscott, . | 372 | 300 | .80-64 |
| 72 | Huntington, . | 174 | 149 | .85-63 | 121 | Duxbury, . | 399 | 321 | .80-45 |
| 73 | Acton, . | 291 | 249 | .85-57 | 122 | Shrewsbury, . | 276 | 222 | .80-43 |
| 74 | Otis, . | 177 | 151 | .85-37 | 123 | Stockbridge, . | 397 | 319 | .80-35 |
| 75 | Provincetown, . | 818 | 697 | .85-21 | 124 | Abington, . | 2,193 | 1,762 | .80-34 |
| 76 | Clinton, . | 1,115 | 950 | .85-20 | 125 | Conway, . | 293 | 235 | .80-20 |
| 77 | Warren, . | 464 | 394 | .84-91 | 126 | Newton, . | 2,780 | 2,227 | .80-11 |
| 78 | Foxborough, . | 515 | 437 | .84-85 | 127 | Yarmouth, . | 346 | 277 | .80-06 |
| 79 | Haverhill, . | 2,659 | 2,259 | .84-81 | 128 | Carver, . | 205 | 164 | .80-00 |
| 80 | Hawley, . | 129 | 109 | .84-50 | 129 | Enfield, . | 190 | 152 | .80-00 |
| 81 | Coleraine, . | 332 | 280 | .84-34 | 130 | Essex, . | 335 | 268 | .80-00 |
| 82 | Bolton, . | 177 | 149 | .84-18 | 131 | Worcester, . | 7,681 | 6,134 | .79-86 |
| 83 | Ashland, . | 398 | 334 | .83-92 | 132 | Marion, . | 183 | 146 | .79-80 |
| 84 | Andover, . | 738 | 618 | .83-74 | 133 | Raynham, . | 311 | 248 | .79-74 |
| 85 | Fairhaven, . | 416 | 348 | .83-65 | 134 | Brookfield, . | 486 | 387 | .79-63 |
| 86 | Chesterfield, . | 146 | 122 | .83-56 | 135 | Westfield, . | 1,314 | 1,045 | .79-53 |
| 87 | Belmont, . | 357 | 298 | .83-47 | 136 | Brookline, . | 1,200 | 954 | .79-50 |
| 88 | Sterling, . | 290 | 242 | .83-45 | 137 | Uxbridge, . | 583 | 463 | .79-42 |
| 89 | Middlefield, . | 151 | 126 | .83-44 | 138 | *N. Bridgew'r, . | 1,320 | 1,445 | .79-40 |
| 90 | Ipswich, . | 518 | 432 | .83-40 | 139 | Marblehead, . | 1,635 | 1,298 | .79-39 |
| 91 | Freetown, . | 216 | 180 | .83-33 | 140 | Gay Head, . | 29 | 23 | .79-31 |
| 92 | Prescott, . | 96 | 80 | .83-33 | 141 | Russell, . | 120 | 95 | .79-17 |
| 93 | Pembroke, . | 245 | 204 | .83-27 | 142 | Wrentham, . | 408 | 323 | .79-17 |
| 94 | Greenwich, . | 106 | 88 | .83-02 | 143 | Norwood, . | 392 | 310 | .79-08 |
| 95 | Westborough, . | 671 | 557 | .83-01 | 144 | Charlmont, . | 157 | 124 | .78-98 |
| 96 | Townsend, . | 368 | 305 | .82-88 | 145 | Wales, . | 138 | 109 | .78-98 |
| 97 | So. Scituate, . | 308 | 255 | .82-79 | 146 | Danvers, . | 1,155 | 912 | .78-96 |
| 98 | Lexington, . | 388 | 321 | .82-73 | 147 | Blandford, . | 222 | 175 | .78-83 |
| 99 | Weston, . | 185 | 153 | .82-70 | 148 | Lincoln, . | 137 | 108 | .78-83 |
| 100 | Rowe, . | 127 | 105 | .82-68 | 149 | Southboro', . | 381 | 300 | .78-74 |
| 101 | Templeton, . | 501 | 414 | .82-63 | 150 | Watertown, . | 838 | 659 | .78-64 |
| 102 | Chelmsford, . | 453 | 374 | .82-56 | 151 | Northampton, . | 2,191 | 1,721 | .78-58 |
| 103 | Natick, . | 1,407 | 1,161 | .82-52 | 152 | Boxford, . | 121 | 95 | .78-51 |
| 104 | Stoughton, . | 1,054 | 868 | .82-35 | 153 | Concord, . | 432 | 339 | .78-47 |
| 105 | Plympton, . | 147 | 121 | .82-31 | 154 | Rockport, . | 784 | 615 | .78-44 |
| 106 | Charlton, . | 360 | 296 | .82-22 | 155 | W. Brookfield, . | 384 | 301 | .78-39 |
| 107 | Phillipston, . | 128 | 105 | .82-03 | 156 | Seekonk, . | 180 | 141 | .78-33 |
| 108 | Greenfield, . | 659 | 539 | .81-80 | 157 | Erving, . | 143 | 112 | .78-32 |
| 109 | Lenox, . | 329 | 269 | .81-76 | 158 | Ashfield, . | 202 | 158 | .78-22 |
| 110 | Dana, . | 126 | 103 | .81-75 | 159 | Dalton, . | 243 | 190 | .78-19 |
| 111 | Petersham, . | 196 | 160 | .81-63 | 160 | W. Bridgew'r, . | 341 | 266 | .78-01 |
| 112 | Springfield, . | 4,399 | 3,585 | .81-50 | 161 | Leicester, . | 485 | 378 | .77-94 |
| 113 | Heath, . | 113 | 92 | .81-41 | 162 | Cohasset, . | 434 | 338 | .77-88 |
| 114 | Hanover, . | 317 | 258 | .81-39 | 163 | Medford, . | 1,166 | 908 | .77-87 |
| 115 | Sherborn, . | 177 | 144 | .81-36 | 164 | Gloucester, . | 3,297 | 2,567 | .77-86 |

* Name changed to Brockton, March 28, 1874.

| TOWNS. | | | | TOWNS. | | | |
|--------|-----------------|---|--|--------|-------------------|---|--|
| | | No. of children between 5 and 15 years of age in each town. | Average attendance upon School. | | | No. of children between 5 and 15 years of age in each town. | Average attendance upon School. |
| | | | Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals. | | | | Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals. |
| 165 | Warwick, . | 125 | .97 | 214 | Wendell, . | 83 | .60 |
| 166 | Fitchburg, . | 2,186 | 1,686 | 215 | Gardner, . | 684 | .493 |
| 167 | Stow, . | 199 | 153 | 216 | Cambridge, . | 8,433 | 6,073 |
| 168 | Spencer, . | 885 | 680 | 217 | Bedford, . | 164 | 118 |
| 169 | Sandwich, . | 729 | 558 | 218 | N. Braintree, . | 121 | 87 |
| 170 | Somerset, . | 345 | 264 | 219 | Monterey, . | 167 | 120 |
| 171 | N. Marlboro', . | 400 | 306 | 220 | Woburn, . | 2,176 | 1,562 |
| 172 | Methuen, . | 632 | 483 | 221 | Rehoboth, . | 347 | 249 |
| 173 | Eastham, . | 144 | 110 | 222 | Dedham, . | 1,099 | 788 |
| 174 | Sudbury, . | 220 | 168 | 223 | Hadley, . | 480 | 344 |
| 175 | No. Andover, . | 578 | 441 | 224 | Lee, . | 820 | 587 |
| 176 | Leverett, . | 156 | 119 | 225 | Hyde Park, . | 1,306 | 933 |
| 177 | Holden, . | 428 | 326 | 226 | Peabody, . | 1,498 | 1,069 |
| 178 | Orange, . | 394 | 300 | 227 | New Salem, . | 171 | 122 |
| 179 | Bradford, . | 398 | 303 | 228 | Brewster, . | 262 | 186 |
| 180 | Winchendon, . | 649 | 494 | 229 | Hancock, . | 131 | 93 |
| 181 | Burlington, . | 113 | 86 | 230 | Williamstown, . | 626 | 444 |
| 182 | New Bedford, . | 3,790 | 2,868 | 231 | Nantucket, . | 654 | 463 |
| 183 | Deerfield, . | 655 | 493 | 232 | Hatfield, . | 300 | 212 |
| 184 | Milford, . | 2,473 | 1,852 | 233 | Boston, . | 57,830 | 40,830 |
| 185 | Worthington, . | 155 | 116 | 234 | Wilbraham, . | 398 | 281 |
| 186 | Hardwick, . | 409 | 306 | 235 | Halifax, . | 85 | 60 |
| 187 | W. Newbury, . | 442 | 339 | 236 | Hinsdale, . | 360 | 254 |
| 188 | Quincy, . | 1,620 | 1,208 | 237 | Dennis, . | 692 | 488 |
| 189 | Franklin, . | 572 | 426 | 238 | Southwick, . | 227 | 160 |
| 190 | Montgomery, . | 59 | 44 | 239 | E. Bridgew'r, . | 606 | 427 |
| 191 | Westminster, . | 312 | 232 | 240 | Easton, . | 822 | 579 |
| 192 | Barnstable, . | 939 | 698 | 241 | Wareham, . | 591 | 416 |
| 193 | Gill, . | 120 | 89 | 242 | Alford, . | 64 | 45 |
| 194 | Westford, . | 316 | 234 | 243 | Tyringham, . | 114 | 80 |
| 195 | Harwich, . | 693 | 513 | 244 | Swansea, . | 224 | 157 |
| 196 | Everett, . | 602 | 445 | 245 | Williamsb'g, . | 527 | 369 |
| 197 | Grafton, . | 895 | 661 | 246 | Longmeadow, . | 266 | 186 |
| 198 | Rutland, . | 210 | 155 | 247 | Saugus, . | 522 | 364 |
| 199 | Bellingham, . | 213 | 157 | 248 | W. Springfield, . | 634 | 442 |
| 200 | Hanson, . | 220 | 162 | 249 | Easthampton, . | 701 | 487 |
| 201 | Chelsea, . | 3,077 | 2,265 | 250 | Adams, . | 2,646 | 1,735 |
| 202 | Truro, . | 246 | 181 | 251 | Bernardston, . | 143 | 99 |
| 203 | Shirley, . | 261 | 192 | 252 | Braintree, . | 734 | 508 |
| 204 | Chilmark, . | 90 | 66 | 253 | Leyden, . | 120 | 83 |
| 205 | Holland, . | 75 | 55 | 254 | Lowell, . | 6,728 | 4,654 |
| 206 | Hudson, . | 837 | 613 | 255 | Savoy, . | 136 | 94 |
| 207 | Weymouth, . | 1,990 | 1,455 | 256 | Oxford, . | 537 | 369 |
| 208 | Chatham, . | 486 | 355 | 257 | Needham, . | 837 | 574 |
| 209 | Becket, . | 340 | 248 | 258 | N. Brookfield, . | 756 | 518 |
| 210 | Dover, . | 107 | 78 | 259 | Hingham, . | 770 | 527 |
| 211 | Pelham, . | 117 | 85 | 260 | Beverly, . | 1,463 | 997 |
| 212 | Plymouth, . | 1,143 | 829 | 261 | Maynard, . | 384 | 261 |
| 213 | Milton, . | 480 | 348 | 262 | Northbridge, . | 752 | 511 |

| | TOWNS. | No. of children between 5 and 15 years of age in each town. | Av'ge attendance upon School. | Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals. | | TOWNS. | No. of children between 5 and 15 years of age in each town. | Av'ge attendance upon School. | Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals. |
|-----|----------------|---|----------------------------------|--|-----|-----------------|---|----------------------------------|--|
| 263 | Mansfield, . | 513 | 346 | .67-45 | 302 | Southbridge, | 1,063 | 648 | .60-96 |
| 264 | Hamilton, . | 140 | 94 | .67-14 | 303 | Mt. Wash'gton | 64 | 39 | .60-94 |
| 265 | Wellfleet, . | 485 | 325 | .67-01 | 304 | Westport, . | 558 | 340 | .60-93 |
| 266 | W. Boylston, | 618 | 414 | .66-99 | 305 | Blackstone, . | 1,149 | 699 | .60-84 |
| 267 | Sturbridge, . | 390 | 261 | .66-92 | 306 | Sharon, . | 289 | 175 | .60-55 |
| 268 | Wakefield, . | 1,061 | 710 | .66-92 | 307 | Topsfield, . | 250 | 151 | .60-40 |
| 269 | No. Reading, | 181 | 131 | .66-85 | 308 | Dudley, . | 602 | 360 | .59-80 |
| 270 | Montague, . | 640 | 427 | .66-72 | 309 | Billerica, . | 388 | 231 | .59-54 |
| 271 | Sandisfield, . | 257 | 171 | .66-54 | 310 | Westhampt'n, | 135 | 80 | .59-26 |
| 272 | Attleborough, | 1,511 | 1,005 | .66-51 | 311 | Acushnet, . | 217 | 128 | .58-99 |
| 273 | Cheshire, . | 403 | 268 | .66-50 | 312 | Agawam, . | 398 | 230 | .57-79 |
| 274 | Revere, . | 273 | 181 | .66-30 | 313 | Gt. Barringt'n, | 962 | 554 | .57-59 |
| 275 | Wayland, . | 246 | 163 | .66-26 | 314 | Ware, . | 1,004 | 576 | .57-37 |
| 276 | Tisbury, . | 302 | 200 | .66-23 | 315 | New Ashford, | 42 | 24 | .57-14 |
| 277 | Auburn, . | 235 | 155 | .65-96 | 316 | Lynn, . | 7,202 | 4,095 | .56-86 |
| 278 | Ludlow, . | 205 | 135 | .65-85 | 317 | Douglas, . | 424 | 241 | .56-84 |
| 279 | Rowley, . | 209 | 137 | .65-55 | 318 | Randolph, . | 983 | 557 | .56-66 |
| 280 | Buckland, . | 408 | 266 | .65-20 | 319 | W. Stockb'ge, | 383 | 216 | .56-40 |
| 281 | Salisbury, . | 767 | 500 | .65-19 | 320 | Hull, . | 52 | 29 | .55-77 |
| 282 | Southampton, | 201 | 131 | .65-17 | 321 | Tolland, . | 104 | 58 | .55-77 |
| 283 | Norton, . | 295 | 192 | .65-08 | 322 | Sutton, . | 594 | 331 | .55-72 |
| 284 | Egremont, . | 143 | 93 | .65-03 | 323 | Marlboro', . | 2,212 | 1,223 | .55-29 |
| 285 | Groveland, . | 366 | 238 | .65-03 | 324 | Fall River, . | 7,096 | 3,821 | .53-85 |
| 286 | Whately, . | 223 | 144 | .64-57 | 325 | Webster, . | 959 | 514 | .53-60 |
| 287 | Dartmouth, . | 612 | 395 | .64-54 | 326 | Pittsfield, . | 2,804 | 1,497 | .53-39 |
| 288 | Taunton, . | 3,573 | 2,304 | .64-48 | 327 | Newbury, . | 217 | 115 | .53-00 |
| 289 | Newburyport, | 2,414 | 1,554 | .64-46 | 328 | Salem, . | 5,420 | 2,833 | .52-23 |
| 290 | Brimfield, . | 252 | 162 | .64-28 | 329 | Lawrence, . | 5,141 | 2,674 | .52-01 |
| 291 | Canton, . | 949 | 608 | .64-07 | 330 | Palmer, . | 844 | 435 | .51-54 |
| 292 | Millbury, . | 884 | 559 | .63-24 | 331 | Clarksburg, . | 156 | 79 | .50-64 |
| 293 | Amesbury, . | 1,217 | 769 | .63-19 | 332 | Gosnold, . | 20 | 10 | .50-00 |
| 294 | Peru, . | 116 | 73 | .62-93 | 333 | Mashpee, . | 82 | 41 | .50-00 |
| 295 | Goshen, . | 78 | 49 | .62-82 | 334 | Washington, | 189 | 93 | .49-21 |
| 296 | Granville, . | 320 | 200 | .62-50 | 335 | Monroe, . | 51 | 24 | .47-06 |
| 297 | Monson, . | 555 | 344 | .61-98 | 336 | Chicopee, . | 2,044 | 901 | .44-08 |
| 298 | Mattapoisett, | 247 | 153 | .61-94 | 337 | Florida, . | 336 | 137 | .40-77 |
| 299 | Middleboro', | 917 | 561 | .61-18 | 338 | Richmond, . | 220 | 86 | .39-09 |
| 300 | Lanesboro', . | 345 | 211 | .61-16 | 339 | Holyoke, . | 2,565 | 859 | .33-49 |
| 301 | Norfolk, . | 198 | 121 | .61-11 | 340 | Rockland,* . | - | - | - |

* Incorporated, March 9, 1874.

GRADUATED TABLES—THIRD SERIES.

[COUNTY TABLES.]

Table, in which all the Towns in the respective Counties in the State are numerically arranged, according to the average attendance of their children upon the Public Schools, for the year 1873-74.

[For an explanation of the principles on which these Tables are constructed, see *ante*, p. xciv.]

BARNSTABLE COUNTY.

| | TOWNS. | No. of children between 5 and 15 years of age in each town. | Average attendance upon School. | Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals. | | TOWNS. | No. of children between 5 and 15 years of age in each town. | Average attendance upon School. | Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals. |
|---|-----------------|---|---------------------------------|---|----|--------------|---|---------------------------------|---|
| 1 | ORLEANS, . | 227 | 246 | 1.08-37 | 8 | Harwich, . | 693 | 513 | .74-02 |
| 2 | Falmouth, . | 372 | 354 | .95-16 | 9 | Truro, . | 246 | 181 | .73-58 |
| 3 | Provincetown, . | 818 | 697 | .85-21 | 10 | Chatham, . | 486 | 355 | .73-04 |
| 4 | Yarmouth, . | 346 | 277 | .80-06 | 11 | Brewster, . | 262 | 186 | .70-99 |
| 5 | Sandwich, . | 729 | 558 | .76-54 | 12 | Dennis, . | 692 | 488 | .70-52 |
| 6 | Eastham, . | 144 | 110 | .76-39 | 13 | Wellfleet, . | 485 | 325 | .67-01 |
| 7 | Barnstable, . | 939 | 698 | .74-33 | 14 | Mashpee, . | 82 | 41 | .50-00 |

BERKSHIRE COUNTY.

| | | | | | | | | | |
|----|-----------------|-------|-------|--------|----|------------------|-------|-------|--------|
| 1 | SHEPFIELD, . | 425 | 392 | .92-24 | 17 | Savoy, . | 136 | 94 | .69-12 |
| 2 | Windsor, . | 116 | 101 | .87-07 | 18 | Sandisfield, . | 257 | 171 | .66-54 |
| 3 | Otis, . | 177 | 151 | .85-37 | 19 | Cheshire, . | 403 | 268 | .66-50 |
| 4 | Lenox, . | 329 | 269 | .81-76 | 20 | Egremont, . | 143 | 93 | .65-03 |
| 5 | Stockbridge, . | 397 | 319 | .80-35 | 21 | Peru, . | 116 | 73 | .62-93 |
| 6 | Dalton, . | 243 | 190 | .78-19 | 22 | Lanesboro', . | 345 | 211 | .61-16 |
| 7 | N. Marlboro', . | 400 | 306 | .76-50 | 23 | Mt. Washin'n, . | 64 | 39 | .60-94 |
| 8 | Becket, . | 340 | 248 | .72-94 | 24 | Gt Barrin'g'n, . | 962 | 554 | .57-59 |
| 9 | Monterey, . | 167 | 120 | .71-86 | 25 | New Ashford, . | 42 | 24 | .57-14 |
| 10 | Lee, . | 820 | 587 | .71-59 | 26 | W. Stockb'ge, . | 383 | 216 | .56-40 |
| 11 | Hancock, . | 131 | 93 | .70-99 | 27 | Pittsfield, . | 2,804 | 1,497 | .53-39 |
| 12 | Williamstown, . | 626 | 444 | .70-93 | 28 | Clarksburg, . | 156 | 79 | .50-64 |
| 13 | Hinsdale, . | 360 | 254 | .70-56 | 29 | Washington, . | 189 | 93 | .49-21 |
| 14 | Alford, . | 64 | 45 | .70-31 | 30 | Florida, . | 336 | 137 | .40-77 |
| 15 | Tyringham, . | 114 | 80 | .70-18 | 31 | Richmond, . | 220 | 86 | .39-09 |
| 16 | Adams, . | 2,646 | 1,735 | .69-35 | | | | | |

BOARD OF EDUCATION.

BRISTOL COUNTY.

| | TOWNS. | No. of children between 5 and 15 years of age in each town. | Average attendance upon School. | Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals. | | TOWNS. | No. of children between 5 and 15 years of age in each town. | Average attendance upon School. | Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals. |
|----|----------------|---|---------------------------------|---|----|-----------------|---|---------------------------------|---|
| 1 | DIGHTON, . | 298 | 263 | .88-26 | 11 | Swansea, . | 224 | 157 | .70-09 |
| 2 | Berkley, . | 111 | 96 | .86-49 | 12 | Mansfield, . | 513 | 346 | .67-45 |
| 3 | Fairhaven, . | 416 | 348 | .83-65 | 13 | Attleborough, . | 1,511 | 1,005 | .66-51 |
| 4 | Freetown, . | 216 | 180 | .83-33 | 14 | Norton, . | 295 | 192 | .65-08 |
| 5 | Raynham, . | 311 | 248 | .79-74 | 15 | Dartmouth, . | 612 | 395 | .64-54 |
| 6 | Seekonk, . | 180 | 141 | .78-33 | 16 | Taunton, . | 3,573 | 2,304 | .64-48 |
| 7 | Somerset, . | 345 | 264 | .76-52 | 17 | Westport, . | 558 | 340 | .60-93 |
| 8 | New Bedford, . | 3,790 | 2,868 | .75-67 | 18 | Acushnet, . | 217 | 128 | .58-99 |
| 8 | Rehoboth, . | 347 | 249 | .71-76 | 19 | Fall River, . | 7,096 | 3,821 | .53-85 |
| 10 | Easton, . | 822 | 579 | .70-44 | | | | | |

DUKES COUNTY.

| | | | | | | | | | |
|---|--------------|-----|-----|--------|---|------------|-----|-----|--------|
| 1 | EDGARTOWN, . | 353 | 287 | .81-30 | 4 | Tisbury, . | 302 | 200 | .66-23 |
| 2 | Gay Head, . | 29 | 23 | .79-31 | 5 | Gosnold, . | 20 | 10 | .50-00 |
| 3 | Chilmark, . | 90 | 66 | .73-33 | | | | | |

ESSEX COUNTY.

| | | | | | | | | | |
|----|---------------|-------|-------|---------|----|----------------|-------|-------|--------|
| 1 | LYNNFIELD, . | 113 | 120 | 1.06-19 | 18 | No. Andover, . | 578 | 441 | .76-30 |
| 2 | Georgetown, . | 355 | 341 | .96-06 | 19 | Bradford, . | 398 | 303 | .76-13 |
| 3 | Manchester, . | 274 | 262 | .95-62 | 20 | W. Newbury, . | 442 | 339 | .74-66 |
| 4 | Wenham, . | 160 | 147 | .91-88 | 21 | Peabody, . | 1,498 | 1,069 | .71-36 |
| 5 | Middleton, . | 175 | 151 | .86-29 | 22 | Saugus, . | 522 | 364 | .69-73 |
| 6 | Haverhill, . | 2,659 | 2,255 | .84-81 | 23 | Beverly, . | 1,463 | 997 | .68-15 |
| 7 | Andover, . | 738 | 618 | .83-74 | 24 | Hamilton, . | 140 | 94 | .67-14 |
| 8 | Ipswich, . | 518 | 432 | .83-40 | 25 | Rowley, . | 209 | 137 | .65-55 |
| 9 | Nahant, . | 88 | 71 | .80-68 | 26 | Salisbury, . | 767 | 500 | .65-19 |
| 10 | Swampscott, . | 372 | 300 | .80-64 | 27 | Groveland, . | 366 | 238 | .65-03 |
| 11 | Essex, . | 335 | 268 | .80-00 | 28 | Newburyp't, . | 2,414 | 1,554 | .64-46 |
| 12 | Marblehead, . | 1,635 | 1,298 | .79-39 | 29 | Amesbury, . | 1,217 | 769 | .63-19 |
| 13 | Danvers, . | 1,155 | 912 | .78-96 | 30 | Topsfield, . | 250 | 151 | .60-40 |
| 14 | Boxford, . | 121 | 95 | .78-51 | 31 | Lynn, . | 7,202 | 4,095 | .56-86 |
| 15 | Rockport, . | 784 | 615 | .78-44 | 32 | Newbury, . | 217 | 115 | .53-00 |
| 16 | Gloucester, . | 3,297 | 2,567 | .77-86 | 33 | Salem, . | 5,420 | 2,833 | .52-23 |
| 17 | Methuen, . | 632 | 483 | .76-42 | 34 | Lawrence, . | 5,141 | 2,674 | .52-01 |

SCHOOL RETURNS.

ci

FRANKLIN COUNTY.

| | TOWNS. | No. of children between 5 and 15 years of age in each town. | Average attendance upon School. | Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals. | | TOWNS. | No. of children between 5 and 15 years of age in each town. | Average attendance upon School. | Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals. |
|----|---------------|---|------------------------------------|--|----|----------------|---|------------------------------------|--|
| 1 | SHELBURNE, . | 271 | 277 | 1.02-21 | 14 | Warwick, . | 125 | 97 | .77-60 |
| 2 | Shutesbury, . | 104 | 101 | .97-11 | 15 | Leverett, . | 156 | 119 | .76-28 |
| 3 | Sunderland, . | 170 | 154 | .90-59 | 16 | Orange, . | 394 | 300 | .76-14 |
| 4 | Northfield, . | 308 | 276 | .89-61 | 17 | Deerfield, . | 655 | 493 | .75-27 |
| 5 | Hawley, . | 129 | 109 | .84-50 | 18 | Gill, . | 120 | 89 | .74-17 |
| 6 | Coleraine, . | 332 | 280 | .84-34 | 19 | Wendell, . | 83 | 60 | .72-29 |
| 7 | Rowe, . | 127 | 105 | .82-68 | 20 | New Salem, . | 171 | 122 | .71-35 |
| 8 | Greenfield, . | 659 | 539 | .81-80 | 21 | Bernardston, . | 143 | 99 | .69-23 |
| 9 | Heath, . | 113 | 92 | .81-41 | 22 | Leyden, . | 120 | 83 | .69-17 |
| 10 | Conway, . | 293 | 235 | .80-20 | 23 | Montague, . | 640 | 427 | .66-72 |
| 11 | Charlemont, . | 157 | 124 | .78-98 | 24 | Buckland, . | 408 | 266 | .65-20 |
| 12 | Erving, . | 143 | 112 | .78-32 | 25 | Whately, . | 223 | 144 | .64-57 |
| 13 | Ashfield, . | 202 | 158 | .78-22 | 26 | Monroe, . | 51 | 24 | .47-06 |

HAMPDEN COUNTY.

| | | | | | | | | | |
|----|----------------|-------|-------|--------|----|-----------------|-------|-----|--------|
| 1 | CHESTER, . | 213 | 204 | .95-77 | 12 | W. Spring'ld, . | 634 | 442 | .69-72 |
| 2 | Springfield, . | 4,399 | 3,585 | .81-50 | 13 | Ludlow, . | 205 | 135 | .65-85 |
| 3 | Westfield, . | 1,314 | 1,045 | .79-53 | 14 | Brimfield, . | 252 | 162 | .64-28 |
| 4 | Russell, . | 120 | 95 | .79-17 | 15 | Granville, . | 320 | 200 | .62-50 |
| 5 | Wales, . | 138 | 109 | .78-98 | 16 | Monson, . | 555 | 344 | .61-98 |
| 6 | Blandford, . | 222 | 175 | .78-83 | 17 | Agawam, . | 398 | 230 | .57-79 |
| 7 | Montgomery, . | 59 | 44 | .74-41 | 18 | Tolland, . | 104 | 58 | .55-77 |
| 8 | Holland, . | 75 | 55 | .73-33 | 19 | Palmer, . | 844 | 435 | .51-54 |
| 9 | Wilbraham, . | 398 | 281 | .70-60 | 20 | Chicopee, . | 2,044 | 901 | .44-08 |
| 10 | Southwick, . | 227 | 160 | .70-48 | 21 | Holyoke, . | 2,565 | 859 | .33-49 |
| 11 | Longmead'tw, | 266 | 186 | .69-92 | | | | | |

HAMPSHIRE COUNTY.

| | | | | | | | | | |
|----|-----------------|-----|-----|--------|----|-----------------|-------|-------|--------|
| 1 | PLAINFIELD, . | 75 | 73 | .97-33 | 13 | Northampt'n, . | 2,191 | 1,721 | .78-55 |
| 2 | So. Hadley, . | 538 | 499 | .92-75 | 14 | Worthington, . | 155 | 116 | .74-84 |
| 3 | Granby, . | 147 | 134 | .91-16 | 15 | Pelham, . | 117 | 85 | .72-65 |
| 4 | Cummington, . | 187 | 168 | .89-84 | 16 | Hadley, . | 480 | 344 | .71-67 |
| 5 | Belchertown, . | 438 | 392 | .89-50 | 17 | Hatfield, . | 300 | 312 | .70-67 |
| 6 | Amherst, . | 711 | 623 | .87-62 | 18 | Williamsb'rg, . | 527 | 369 | .70-02 |
| 7 | Huntington, . | 174 | 149 | .85-63 | 19 | Easthampt'n, . | 701 | 487 | .69-47 |
| 8 | Chesterfield, . | 146 | 122 | .83-56 | 20 | Southampt'n, . | 201 | 131 | .65-17 |
| 9 | Middlefield, . | 151 | 126 | .83-44 | 21 | Goshen, . | 78 | 49 | .62-82 |
| 10 | Prescott, . | 96 | 80 | .83-33 | 22 | Westhampt'n, . | 135 | 80 | .59-26 |
| 11 | Greenwich, . | 106 | 88 | .83-02 | 23 | Ware, . | 1,004 | 576 | .57-37 |
| 12 | Enfield, . | 190 | 152 | .80-00 | | | | | |

BOARD OF EDUCATION.

MIDDLESEX COUNTY.

| | TOWNS. | No. of children between 5 and 15 years of age in each town. | Average attendance upon School. | Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals. | | TOWNS. | No. of children between 5 and 15 years of age in each town. | Average attendance upon School. | Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals. |
|----|-----------------|---|------------------------------------|--|----|----------------|---|------------------------------------|--|
| 1 | TYNGSBOROUGH, . | 107 | 136 | 1.27-10 | 28 | Chelmsford, . | 453 | 374 | .82-56 |
| 2 | Boxborough, . | 65 | 76 | 1.16-92 | 29 | Natick, . | 1,407 | 1,161 | .82-52 |
| 3 | Arlington, . | 559 | 596 | 1.06-62 | 30 | Sherborn, . | 177 | 144 | .81-36 |
| 4 | Dunstable, . | 73 | 76 | 1.04-11 | 31 | Hopkinton, . | 1,063 | 862 | .81-09 |
| 5 | Melrose, . | 659 | 669 | 1.01-52 | 32 | Holliston, . | 644 | 521 | .80-90 |
| 6 | Wilmington, . | 151 | 147 | .97-35 | 33 | Newton, . | 2,780 | 2,227 | .80-11 |
| 7 | Pepperell, . | 313 | 304 | .97-12 | 34 | Lincoln, . | 137 | 108 | .78-83 |
| 8 | Framingham, . | 810 | 780 | .96-30 | 35 | Watertown, . | 838 | 659 | .78-64 |
| 9 | Winchester, . | 508 | 479 | .94-29 | 36 | Concord, . | 432 | 339 | .78-47 |
| 10 | Reading, . | 552 | 520 | .94-20 | 37 | Medford, . | 1,166 | 908 | .77-87 |
| 11 | Dracont, . | 320 | 300 | .93-75 | 38 | Stow, . | 199 | 153 | .76-88 |
| 12 | Tewksbury, . | 201 | 184 | .91-54 | 39 | Sudbury, . | 220 | 168 | .76-36 |
| 13 | Carlisle, . | 89 | 81 | .91-01 | 40 | Burlington, . | 113 | 86 | .76-11 |
| 14 | Ashby, . | 163 | 148 | .90-80 | 41 | Westford, . | 316 | 234 | .74-05 |
| 15 | Malden, . | 1,674 | 1,492 | .89-13 | 42 | Everett, . | 602 | 445 | .73-92 |
| 16 | Somerville, . | 3,352 | 2,972 | .88-66 | 43 | Shirley, . | 261 | 192 | .73-56 |
| 17 | Stoneham, . | 856 | 757 | .88-43 | 44 | Hudson, . | 837 | 613 | .73-24 |
| 18 | Waltham, . | 1,522 | 1,344 | .88-30 | 45 | Cambridge, . | 8,433 | 6,073 | .72-01 |
| 19 | Littleton, . | 220 | 194 | .88-18 | 46 | Bedford, . | 164 | 118 | .71-95 |
| 20 | Ayer, . | 370 | 322 | .87-03 | 47 | Woburn, . | 2,176 | 1,562 | .71-80 |
| 21 | Groton, . | 372 | 323 | .86-83 | 48 | Lowell, . | 6,728 | 4,654 | .69-17 |
| 22 | Acton, . | 291 | 249 | .85-57 | 49 | Maynard, . | 384 | 261 | .67-97 |
| 23 | Ashland, . | 398 | 334 | .83-92 | 50 | Wakefield, . | 1,061 | 710 | .66-92 |
| 24 | Belmont, . | 357 | 298 | .83-47 | 51 | No. Reading, . | 181 | 131 | .66-85 |
| 25 | Townsend, . | 368 | 305 | .82-88 | 52 | Wayland, . | 246 | 163 | .66-26 |
| 26 | Lexington, . | 388 | 321 | .82-73 | 53 | Billerica, . | 388 | 231 | .59-54 |
| 27 | Weston, . | 185 | 153 | .82-70 | 54 | Marlboro', . | 2,212 | 1,223 | .55-29 |

SCHOOL RETURNS.

ciii

NORFOLK COUNTY—CONCLUDED.

| | TOWNS. | No. of children between 5 and 15 years of age in each town. | A'ge attendance upon School. | Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals. | | TOWNS. | No. of children between 5 and 15 years of age in each town. | A'ge attendance upon School. | Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals. |
|----|--------------|---|---------------------------------|--|----|-------------|---|---------------------------------|--|
| 17 | Dedham, . | 1,099 | 788 | .71-70 | 21 | Canton, . | 949 | 608 | .64-07 |
| 18 | Hyde Park, . | 1,306 | 933 | .71-44 | 22 | Norfolk, . | 198 | 121 | .61-11 |
| 19 | Braintree, . | 734 | 508 | .69-21 | 23 | Sharon, . | 289 | 175 | .60-55 |
| 20 | Needham, . | 837 | 574 | .68-58 | 24 | Randolph, . | 983 | 557 | .56-66 |

PLYMOUTH COUNTY.

| | | | | | | | | | |
|----|-----------------|-------|-------|--------|----|-----------------|-------|-------|--------|
| 1 | SCITUATE, . | 497 | 462 | .92-96 | 14 | Marion, . | 183 | 146 | .79-80 |
| 2 | Bridgewater, . | 683 | 629 | .92-09 | 15 | N. Bridgew'r, . | 1,820 | 1,445 | .79-40 |
| 3 | Lakeville, . | 193 | 168 | .87-05 | 16 | W. Bridgew'r, . | 341 | 266 | .78-01 |
| 4 | Marshfield, . | 281 | 244 | .86-83 | 17 | Hanson, . | 220 | 162 | .73-64 |
| 5 | Kingston, . | 266 | 229 | .86-09 | 18 | Plymouth, . | 1,143 | 829 | .72-53 |
| 6 | Rochester, . | 182 | 156 | .85-71 | 19 | Halifax, . | 85 | 60 | .70-59 |
| 7 | Pembroke, . | 245 | 204 | .83-27 | 20 | E. Bridgew'r, . | 606 | 427 | .70-46 |
| 8 | So. Scituate, . | 308 | 255 | .82-79 | 21 | Wareham, . | 591 | 416 | .70-39 |
| 9 | Plympton, . | 147 | 121 | .82-31 | 22 | Hingham, . | 770 | 527 | .68-44 |
| 10 | Hanover, . | 317 | 258 | .81-39 | 23 | Mattapoisett, . | 247 | 153 | .61-94 |
| 11 | Duxbury, . | 399 | 321 | .80-45 | 24 | Middleboro', . | 917 | 561 | .61-18 |
| 12 | Abington, . | 2,193 | 1,762 | .80-34 | 25 | Hull, . | 52 | 29 | .55-77 |
| 13 | Carver, . | 205 | 164 | .80-00 | | | | | |

SUFFOLK COUNTY.

| | | | | | | | | | |
|---|-------------|-------|-------|---------|---|-----------|-------|-------|--------|
| 1 | WINTHROP, . | 86 | 86 | 1.00-00 | 3 | Boston, . | 57830 | 40830 | .70-60 |
| 2 | Chelsea, . | 3,077 | 2,265 | .73-61 | 4 | Revere, . | 273 | 181 | .66-30 |

WORCESTER COUNTY.

| | | | | | | | | | |
|----|---------------|-----|-----|---------|----|----------------|-------|-----|--------|
| 1 | PRINCETON, . | 175 | 191 | 1.09-14 | 12 | Upton, . | 335 | 292 | .87-16 |
| 2 | Lunenburg, . | 149 | 157 | 1.05-37 | 13 | Mendon, . | 239 | 207 | .86-61 |
| 3 | Boylston, . | 152 | 154 | 1.01-32 | 14 | Athol, . | 605 | 523 | .86-45 |
| 4 | Harvard, . | 236 | 238 | 1.00-85 | 15 | Hubbardston, . | 286 | 247 | .86-36 |
| 5 | Paxton, . | 120 | 118 | .98-33 | 16 | Lancaster, . | 279 | 240 | .86-02 |
| 6 | Oakham, . | 172 | 162 | .94-19 | 17 | Barre, . | 418 | 359 | .85-90 |
| 7 | Ashburnham, . | 460 | 431 | .93-70 | 18 | Clinton, . | 1,115 | 950 | .85-20 |
| 8 | Berlin, . | 187 | 172 | .91-98 | 19 | Warren, . | 464 | 394 | .84-91 |
| 9 | Northboro', . | 243 | 223 | .91-77 | 20 | Bolton, . | 177 | 149 | .84-18 |
| 10 | Leominster, . | 700 | 623 | .89-00 | 21 | Sterling, . | 290 | 242 | .83-45 |
| 11 | Royalston, . | 221 | 195 | .88-23 | 22 | Westboro', . | 671 | 557 | .83-01 |

WORCESTER COUNTY—CONCLUDED.

| | TOWNS. | No. of children between 5 and 15 years of age in each town. | Average attendance upon School. | Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals. | | TOWNS. | No. of children between 5 and 15 years of age in each town. | Average attendance upon School. | Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals. |
|----|----------------|---|------------------------------------|--|----|----------------|---|------------------------------------|--|
| 23 | Templeton, . | 501 | 414 | .82-63 | 41 | Westminster, | 312 | 232 | .74-36 |
| 24 | Charlton, . | 360 | 296 | .82-22 | 42 | Grafton, . | 895 | 661 | .73-85 |
| 25 | Phillipston, . | 128 | 105 | .82-03 | 43 | Rutland, . | 210 | 155 | .73-81 |
| 26 | Dana, . | 126 | 103 | .81-75 | 44 | Gardner, . | 684 | 493 | .72-08 |
| 27 | Petersham, . | 196 | 160 | .81-63 | 45 | N. Braintree, | 121 | 87 | .71-90 |
| 28 | Shrewsbury, | 276 | 222 | .80-43 | 46 | Oxford, . | 537 | 369 | .68-72 |
| 29 | Worcester, . | 7,681 | 6,134 | .79-86 | 47 | N. Brookfield, | 756 | 518 | .68-52 |
| 30 | Brookfield, . | 486 | 387 | .79-63 | 48 | Northbridge, | 752 | 511 | .67-95 |
| 31 | Uxbridge, . | 583 | 463 | .79-42 | 49 | W. Boylston, | 618 | 414 | .66-99 |
| 32 | Southboro', . | 381 | 300 | .78-74 | 50 | Sturbridge, . | 390 | 261 | .66-92 |
| 33 | W. Brookfield, | 384 | 301 | .78-39 | 51 | Auburn, . | 235 | 155 | .65-96 |
| 34 | Leicester, . | 485 | 378 | .77-94 | 52 | Millbury, . | 884 | 559 | .63-24 |
| 35 | Fitchburg, . | 2,186 | 1,686 | .77-13 | 53 | Southbridge, | 1,063 | 648 | .60-96 |
| 36 | Spencer, . | 885 | 680 | .76-83 | 54 | Blackstone, . | 1,149 | 699 | .60-84 |
| 37 | Holden, . | 428 | 326 | .76-17 | 55 | Dudley, . | 602 | 360 | .59-80 |
| 38 | Winchendon, | 649 | 494 | .76-12 | 56 | Douglas, . | 424 | 241 | .56-84 |
| 39 | Milford, . | 2,473 | 1,852 | .74-89 | 57 | Sutton, . | 594 | 331 | .55-72 |
| 40 | Hardwick, . | 409 | 306 | .74-82 | 58 | Webster, . | 959 | 514 | .53-60 |

SCHOOL RETURNS.

cv

TABLE in which all the Counties are numerically arranged, according to the AVERAGE ATTENDANCE of their children upon the Public Schools for the year 1873-74.

| For 1872-73. | For 1873-74. | COUNTIES. | Ratio of Attendance. |
|--------------|--------------|-----------------------|----------------------|
| 2 | 1 | MIDDLESEX, | .78-04 |
| 4 | 2 | Franklin, | .77-58 |
| 6 | 3 | Plymouth, | .77-53 |
| 1 | 4 | Barnstable, | .77-12 |
| 9 | 5 | Hampshire, | .76-58 |
| 10 | 6 | Worcester, | .76-38 |
| 8 | 7 | Norfolk, | .73-94 |
| 7 | 8 | Dukes, | .73-80 |
| 3 | 9 | Nantucket, | .70-80 |
| 5 | 10 | Suffolk, | .70-78 |
| 11 | 11 | Essex, | .66-28 |
| 12 | 12 | Bristol, | .64-96 |
| 14 | 13 | Berkshire, | .64-43 |
| 13 | 14 | Hampden, | .63-22 |

AVERAGE ATTENDANCE FOR THE STATE.

Number of children between 5 and 15 years of age in the State, . 292,481
Average attendance, 210,248
Ratio of attendance to the whole number between 5 and 15 years
of age, expressed in decimals,71-88

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